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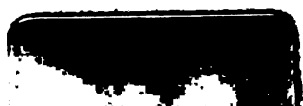
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BIENNIAL REPORT

OF THE

270619

★ SUPERINTENDENT

OF

PUBLIC INSTRUCTION

OF THE

STATE OF IOWA

NOVEMBER 1, 1901

RICHARD C. BARRETT

SUPERINTENDENT OF PUBLIC INSTRUCTION

PRINTED BY ORDER OF THE GENERAL ASSEMBLY

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STATE OF IOWA

Department of Public Instruction

DES MOINES

SUPERINTENDENT OF PUBLIC INSTRUCTION

RICHARD C. BARRETT

DEPUTY SUPERINTENDENT

ALBERT C. ROSS

STENOGRAPHER

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* Term expires 1902.

† Mrs. Bradrick was appointed February 14, 1901, to take the place of Elizabeth Hughes, whose term expired November 21, 1900.

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LETTER OF TRANSMITTAL.

STATE OF IOWA,
DEPARTMENT OF PUBLIC INSTRUCTION, }
DES MOINES

To His Excellency, Leslie M. Shaw, Governor of the State of Iowa:

In compliance with the provisions of law, I have the honor to submit to you the biennial report of the department of public instruction, for the period ending September 30, 1901.

RICHARD C. BARRETT,
Superintendent of Public Instruction.



FIRST SCHOOLHOUSE IN IOWA. (See page 311.)



Courtesy of Hallett & Karcow.

MODERN SCHOOL BUILDING, DES MOINES, IOWA.

SUPERINTENDENTS OF PUBLIC INSTRUCTION.

TERRITORY AND STATE OF IOWA.

NAME.	COUNTY.	TIME.	POSTOFFICE.
William Reynolds.....	Des Moines..	1841-1842	Deceased.
James Harlan	Henry.	1847 —	Deceased.
Thos. H. Benton.....	Dubuque....	1848-1854	Deceased.
James D. Eads.....	Lee.	1854-1857	Deceased.
Joseph C. Stone.....	Johrson....	1857 —	Burlington.
M. L. Fisher.....	Clayton	1857-1858	Deceased.
Oran Faville.....	Mitchell	1864-1867	Deceased.
D. Franklin Wells.....	Johnson....	1867-1868	Deceased.
A. S. Kissell	Scott	1869-1872	Deceased.
Alonzo Abernethy	Crawford....	1872-1876	Osage.
C. W. von Coelln	Black Hawk	1876-1881	Denison,
J. W. Akers.....	Linn	1882-1888	Chicago, Ill.
Henry Sabin.....	Clinton	1888-1892	Des Moines.
J. B. Knoepfler.....	Allamakee. .	1892-1894	Lansing.
Henry Sabin ...	Clinton	1894-1898	Des Moines.
Richard C. Barrett	Mitchell	1898 —	Des Moines.

The office of Superintendent was abolished in 1842. Again in 1858 it was abolished and the duties were performed by the State Board of Education, of which Thos. H. Benton acted as secretary for five years.

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STATE OF IOWA

DEPARTMENT OF

Public Instruction.

THIRTIETH BIENNIAL REPORT

OF THE

Superintendent of Public Instruction.

INTRODUCTORY REMARKS.

These prefatory lines are written as the people of our country stand with bowed heads, mellow hearts, and tear-bedimmed eyes, shocked at the tragic death of our third martyred president, William McKinley. But ten days ago he stood among his people greeting with a glad, warm hand all who came to him. Joy and gladness abounded. Today from mountain, hill and valley come the memorial songs and addresses in his praise and in his memory. Eloquent lips tell of his boyhood struggles; his bravery upon the battlefield, in defense of his country; his distinguished services as statesman and president; his many qualities as a citizen; his considerateness as a husband; and his high character as a man. By his life and works he placed himself among the greatest of earth's noble men, and in the last hours of his earthly existence he showed all men how to die.

"God still reigns and the government at Washington still lives." These were timely words spoken by James A. Garfield, our second martyred president, to an angry mob on hearing of the assassination of Abraham Lincoln. But this is not enough for citizens to know. It is not enough that the government still lives. Is it strong? Is it backed by the great moral strength of those who enjoy its peace and protection? Are the agencies which it supports and encourages, financially and otherwise, giving back to it their best thought? Is the school, the home, the pulpit, the press, seeking to develop the BEST that is in men?

May teachers everywhere instruct our children in those things which are highest and best. May they be spiritualized more, if

not intellectualized less. May they be taught more of self-control, order, justice, diligence, obedience, and patriotism; and may such vices as lawlessness, disorder, injustice, profanity, and disloyalty be condemned. Pupils possessed of good morals make a moral government in school, and, in later life, a greater moral government in the nation.

May our schools, our teachers, our citizens, our state, and our country be kept from lawlessness and license; and may liberty, love, and a righteous moral government ever prevail.

THE COMMON SCHOOL.

In affirming that, all things considered, the children of the state enjoy better educational advantages today than ever before, I am not unmindful that there is still much that can be improved.

Well did Horace Mann say sixty years ago:

"We can never fully estimate the debt of gratitude we owe to our ancestors for establishing our system of common schools. In consequence of their wisdom and foresight we have all grown up in the midst of these institutions and we have been conformed to them in all our habits and associations from our earliest childhood. A feeling of strangeness, of the loss of something customary and valuable, would come over us, were they to be taken away or abolished. How different it would be if these institutions were strangers to us! If, every time we were called to do anything in their behalf, we should violate a habit of thought and action instead of fulfilling one! How different, if every appropriation for their support were a new burden! If every meeting for their administration were an unaccustomed tax upon our time, and we were obliged to await the slow progress of an idea in the common mind for the adoption of any improvement! Emphatically, how different, if the wealthy and leading men of the community had gathered themselves into sects and cabals, each one with his head against all the rest, unless when they should temporarily unite to resist the establishment of a system for the equal benefit of all! It is in consequence of what was done for us two hundred years ago that we are now carrying on a work with comparative ease, which, in many of our sister states, as well as in some foreign countries, must be accomplished, if accomplished at all, with great labor and difficulty. Can there be a man amongst us so recreant to duty that he does not think it incumbent upon him to transmit that system, in an improved condition, to posterity, which his ancestors originated for him?"

True, there may be localities where material things are placed above the advancement of educational interests, but with each succeeding year the boundaries of such are narrowed. The degree of improvement from year to year cannot, I think, be given with certainty. The general advancement of any great public enterprise rests with the people. The improving of a school system is no exception. Whatever the improvement in the past, the

people themselves and the school officers who represent them must be given credit for it. This will be true in the future.

While I would not place myself in the attitude of a critic, I may be permitted to say that our people have too long rested upon a record, that of having the lowest percentage of illiteracy, given us by the federal census in 1870. Some, I think, erroneously thought that because of this record our state had the best school system extant. Doubtless there are some who are of the same opinion, though for more than twenty years we could not truthfully claim the distinction of having the lowest percentage of illiteracy.

That legislative enactments often stimulate educational interest and zeal, I most heartily believe. Statutory provisions relating to taxes, assessments, municipalities, private corporations, etc., are not infrequently modified or repealed and others enacted. Experience teaches that as time passes conditions change, making necessary new laws. This is true of school systems and of school work in general. To illustrate: In the earlier history of the state, before the opening of factories and mines, it was unnecessary to enact laws relating to child labor, but with the opening of scores of mines and the establishing of factories throughout the state, all demanding laborers, the child labor problem becomes a most vital one. So it may be in other matters. Laws enacted a quarter of a century or more ago may be good, and yet not be the best, or be at all suited to present day conditions.

LEGISLATION.

Many of the laws governing school interests no longer serve the purposes for which they were passed. I have in mind the law relating to the holding of normal institutes. While in some instances the institutes are properly conducted within the lines intended for them, in a larger number they have become academies in a small way and are attempting to do the work that should be and is done in many cases in the high schools. The institute should be conducted for the benefit of the teachers *in active work*, and those intending to teach should obtain their academic training in regularly established schools. The institute has been a valuable factor in the training of teachers, but the law regarding it is in need of some modifications. The teachers are the servants of the state, and while they are compensated for their work in one sense, in a broader one they cannot be repaid. So highly are the services of teachers held in some states, and so desirous

are the people to retain those who are successful and experienced, that they have provided that institutes may be held during the school year at the discretion of the county superintendent, and that the same salary shall be paid to them while in attendance as the district pays per week for teaching. Some similar provisions should be enacted for the benefit of the schools of Iowa. It is now quite generally customary for institutes to be held during July and August. As a rule the weather is oppressively warm. For the reason that it is warm our public schools are closed, yet it is quite common to find from thirty to seventy teachers crowded into a small room. This I am firmly convinced is positively injurious to health, and results in but little, if any, good professionally.

The teachers of Iowa are loyal and uncomplaining. Though they are annually contributing about \$50,000 in fees for their own instruction in institutes to less than one-tenth that amount by the state, I have never heard an expression of dissatisfaction. They are, however, most appreciative, and their welfare should be thoughtfully considered. The advantages of having the teachers of a county meet in convention for a week or two during a school term when climatic conditions are favorable for study and recitation need not, I think, be dwelt upon here. Indirectly the adoption of the above plan would be of the greatest benefit to the schools through increased helpfulness upon the part of the teachers.

CERTIFICATES FOR GRADUATES.

Last year the general assembly, impressed as it was with the thought that it was one mission of the state to examine doctors, lawyers, and teachers, enacted a law regarding the licensing of applicants for certificates to teach, which discredits the work of the state's own schools. Examinations appear to be necessary evils, but I do not think them so important as to make it necessary to take away all discretionary power from the person or board examining. Formerly the state board of educational examiners could recognize certificates and diplomas of equal rank to our own, held by residents of other states, and could grant licenses without examination to graduates of the state normal school and the state university of Iowa. One great need of our state is good teachers, and every effort to encourage young people to enter the profession should be extended. The former law should, in my opinion, be re-enacted, and at the same time

the board of examiners should be given power to issue a state certificate to a graduate of any college in Iowa maintaining courses of study and professional and academic requirements equal in extent to those offered and maintained by the state normal school at Cedar Falls.

TWO-YEAR CERTIFICATES.

A two-year certificate issued by county superintendents now differs but slightly from a state certificate. Under certain conditions it may be necessary for the holder of such a certificate to pay six dollars in fees for the privilege of teaching a single year. This is an unjust burden, and some different arrangement for the issuance or duplication of these certificates is suggested. The suggestion that a two-year certificate issued by any county superintendent be made valid in any other county upon registration of the same by the holder in the county where he desires to teach has been proposed. This plan has merit.

EXAMINATION BY CITY SUPERINTENDENT.

The suggestion offered that teachers in city and town schools should be examined by the superintendent of schools would, if adopted, result in the greatest confusion. Since our law makes only a very indirect provision for a city superintendent, I believe that it would be unwise to impose upon him the legal duties of examining teachers. The whole question is of state-wide interest, and no attempt to settle it by local option methods should be encouraged.

EXAMINATION BY COUNTY SUPERINTENDENT.

County superintendents now issue certificates valid in their respective counties. Against the present plan is urged:

1. That county superintendents are not uniform in their markings. That so long as we have ninety-nine county superintendents we shall have as many different standards.

2. That the ideals of what teachers should be are so low in some counties that teachers holding first-class certificates in those counties could obtain only a second or third class in others.

3. That since the county superintendent is the product of a political party, he is expected to recognize his political friends in the granting of certificates.

4. That because of his authority to grant certificates, he is tempted, biennially at least, to be less stringent in the granting

of the same, and as a consequence schools are often supplied with immature and incompetent teachers.

5. That being the sole judge of the fitness of applicants, he often becomes careless and negligent. That of one candidate he demands a full and complete examination, while to others certificates are issued because of attendance upon the institute or teachers' associations.

6. That he often grants certificates for only three or six months for the purpose of obtaining an additional fee for a second examination in order to swell the institute fund.

7. That he is in some instances so partial as to grant certificates to teachers in certain grades who are so utterly lacking in scholarship as to be unable to pass the examination required of other candidates.

It is not contended by anyone that all of these charges are true in a single county, but that they are all true when the state as a whole is considered.

EXAMINATION BY STATE BOARD OF EXAMINERS.

It has been proposed that this board be granted power to issue all certificates, reserving to the county superintendent the right to veto the board's action if the candidate lack in moral character, aptness to teach, or ability to govern.

This plan would give uniformity of questions and the grading of manuscripts throughout the state. The adoption of the plan would remove entirely the objections enumerated above.

On the contrary, it is claimed that to deprive the county superintendent of the responsibility of examining teachers would mean to sever the only thread that now enables him to secure the co-operation of the teachers in the general educational work in the county. As proof of this it is cited that some holders of state certificates, having received from the state board of educational examiners authority to teach, have failed to co-operate with the county superintendent.

EXAMINATION BY COUNTY BOARD OF EXAMINERS.

It has also been proposed to establish in each county a board of examiners, of which the county superintendent shall be chairman, and give to it authority to examine and certificate teachers. This plan where tried in other states is reported to be quite generally satisfactory.

The subject of the examination and certification of teachers is

before the educational council of the state teachers' association for discussion at its coming session in December. This is cited to emphasize that the entire subject is unsolved, and is at present receiving the attention of our leading teachers.

The examination of teachers underlies the whole problem of schools, and is commended to the general assembly for its consideration.

In attempting to improve existing laws regulating the granting of certificates, certain things should be observed.

1. Teachers should be examined in only such subjects or grades of work as they are required to teach. It is unjust, if not absurd, to examine primary teachers in high school studies, and *vice versa*.

2. Candidates who have not attempted to fit themselves for teaching in special training schools should not be admitted. A successful teacher without training will be more successful if trained thoroughly in the best schools.

3. Teachers who have taught successfully for five years under the supervision of the state board of educational examiners should be licensed for ten or twenty years, or for life. Successful teachers should be relieved of needless work and worry, and given time to study and read along the lines of their chosen work.

4. In the examination and certification of teachers county lines should be ignored. Conditions in one county are so nearly the same as in another that the holders of high grade certificates should not be subjected to repeated and useless examinations and expense simply on account of a change of location. The crossing of a county line should no longer be considered a nullification of all scholastic power, aptness to teach, and ability to govern.

5. Graduates from normal schools and other institutions maintaining equivalent courses should be licensed to teach for five years or longer upon proofs of successful experience for a limited period.

FREE PUBLIC HIGH SCHOOLS.

A meritorious measure having for its object the promotion of "the efficiency of the public high schools of the state" was introduced, considered, and passed in the house of representatives in 1900, but failed to pass in the senate.

The bill provided: "*First*, that there be regular and orderly courses of study, embracing all the branches prescribed as prerequisites for admission to the collegiate department of the Iowa

state university. *Second*, that the said high schools receiving pecuniary aid under this act shall at all times permit the said high school board, or any of them, or any examiner appointed by said board, to visit and examine the classes in such high schools. *Third*, the said high schools receiving pecuniary aid under this act shall admit students of either sex from any part of the state without charge for tuition."

For some years Minnesota has had such a law, and Nebraska recently provided by legislative enactment for the free attendance at public high schools of such persons as shall have completed the common school course, and whose education could not be carried further in the public school of the district of the pupils' residence. Equal educational opportunities should be provided for all, and that this may be done I most earnestly urge careful consideration and legislative action.

SUMMER TERMS AT STATE SCHOOLS.

The summer terms at the university and the normal school for the benefit of those who are unable to attend at other times have been largely attended by many of the most progressive superintendents, principals, and teachers. Appropriations for their support should now be made permanent.

LONGER CONTRACTS WITH TEACHERS.

In 1898 the supreme court in the case of *Burkhead vs. Independent district of Independence* decided that the statutes of Iowa do not give to boards of directors authority to employ teachers for more than a single school year at any one time. As a consequence there is quite general unrest among superintendents, principals, and teachers, in cities and towns especially. For the year ending in September, 1900, there were fewer male teachers by six hundred in our school than were engaged in teaching the previous year, while the percentage of males decreased from thirty-nine per cent in 1870 to 20.4 per cent in 1899. Many men occupying positions considered among the best have voluntarily abandoned teaching, in part, because of the short term of service for which contracts may be drawn. Young men about to choose their work for life hesitate to enter upon a profession that offers only an annual contract.

The people themselves seldom choose an officer for less than two years. County and state officers are generally elected for two years; county supervisors and railroad commissioners are

elected for three years; judges of district court for four, and supreme court judges for six years. The people are, I think, not averse to this order. A board of directors is a continuous body, and might with perfect safety be given authority to elect its teachers for at least three years.

Legislative action of the sort would encourage men to enter upon and continue longer in the service of teaching, which is very desirable.

THE TRAINING OF TEACHERS.

A few years ago Dr. E. Schlee, Director of the Real Gymnasium at Altuna, Germany, said of us:

"If in every office the chief factor is the man, and in school the teachers, we have come to the weakest point in the American school system—professional teachers are wanting. That is to say that most teachers are deficient in the requisite scientific and pedagogic preparation for their vocation. The greatest number are women, and comparatively few make a profession of teaching."

Such criticism should create an ambition to enlarge our present plans for the education of teachers.

The report of this department gives the following data for the year 1900: Number of rooms in graded schools, 5,766; first class certificates issued, 2,917; number of persons holding state certificates, and diplomas, 1,285; total 4,242. This is 1,564 less than the required number of teachers to fill the rooms in graded schools.

During the period beginning in September, 1895, and ending in September, 1900, the number of rooms in graded schools increased from 4,777 to 5,766, or nearly one thousand. Whatever may be the plans inaugurated to educate teachers, there should be kept in mind that as the state increases in population and cities and towns expand and multiply, there will be an increased demand for more teachers, trained in the art and science of teaching.

During the year 1900, 7,728 third-class certificates were issued by county superintendents. Assuming that all the holders of these certificates are employed in public school work and have an average of twenty pupils each, there would be more than 140,000 children taught by those holding the lowest classes of certificates.

Of those licensed in 1900, 3,560 had no experience and 4,208 had less than one year's experience. Or, of the 18,906 teachers required to teach the schools of the state, nearly 8,000 have had less than one year's experience, while 12,615 in country schools hold certificates of the second and third classes.

The competency or incompetency of this large number of teachers, many of whom have never attended a high school, will represent the efficiency of our schools and the standard of our education for many years, and the state cannot afford to let them remain as they are. Provision for their professional training should be made in normal or other schools.

In 1892 President Homer H. Seerley, of Cedar Falls, in discussing "The Normal School Problem," proposed; "Let the state show itself in favor of teacher-education and teacher-training by properly equipping, creditably supporting, and fully developing its present state normal school."

At the time these words were written the normal school at Cedar Falls had two buildings and 706 students. Since then two new buildings costing \$138,000.00 have been erected and the enrollment this year is 2,017, exclusive of the training department which numbers 356. Thus has the state provided for its present school.

Again the president says: "Let the state found, equip and support other state normal schools; make them strong, effective and good, and allow the teacher-students to be thousands where there are now hundreds." This position is that taken by nearly all who understand conditions in Iowa.

At the uniform rate of two hundred graduates a year from our normal school it would require more than ninety years to supply the number of teachers required in the state, if all taught for life. Since the mass of the teaching body changes every four or five years, the greater appears the necessity for additional facilities.

It is to the best interest of every state to have superior teachers, and no greater blight can befall the people than to have its children placed under the control of those who are devoid of general culture and good scholarship.

Our citizens pay annually in local taxes \$9,000,000.00 for the maintenance of schools. Is it unreasonable to ask that the state provide skilled teachers? Without such there can be no assurance that the common schools are a benefit. It must see that the work of the common schools is well done.

"Men and nations are as they are taught," says one. "As a people elevate and sustain their educators, so will their educators be found, in time, the great instrumentality which brings them intelligence, freedom, prosperity and peace, and in the end, true honor and glory."

COMPULSORY EDUCATION.

In the Twenty-ninth Biennial Report of this department considerable attention was given to the question of school attendance. I would again urge upon all who believe in an education for all children the importance of this subject. A free school system is required by law, and the state should insist that the children are given at least the elements of an education.

What could be more just than to demand of all persons having control of children that they send them to some public or private school where the common school branches are taught in the English language for certain fixed periods each year, between certain ages? Only by doing so may the state hope to perpetuate itself in the highest and best order to future generations.

MEDICAL INSPECTION OF SCHOOLS.

During the past two years considerable attention has been given to the question of medical inspection in public schools. While but little in a practical way has thus far been done, the discussion of the subject has been wholesome, and it is the belief of those at present most interested, that the agitation has tended to arouse and interest parents and boards of directors.

The importance and necessity of having school rooms and buildings fumigated has also been kept quite prominently before the school authorities. I can conceive of nothing that would result in greater good than the proper inspection of public schools and buildings in our cities, by competent medical authorities.

WHAT TO DO WITH THE SURPLUS.

It was with undisguised pleasure that the school people learned that there had accumulated in the state treasury during the past two years a surplus of a million or more of dollars. In a state where so much has been accomplished for popular education, it should be unnecessary to urge that a large portion of this amount should be expended to extend and improve the school system. It will not be necessary if the friends of education will but unite. If we quibble over small and petty measures and forget that all school legislation should be for the sole benefit of the children, we may not hope for satisfactory returns.

To justly care for all the interests of a great commonwealth like Iowa is no small task. Each interest has its friends; but of such paramount importance are the educational interests that the friends of all others should assist in caring for them.

In the expenditure of public funds, actual necessities should be considered before making appropriations for other purposes. The severe losses at the state college of agriculture and mechanic arts at Ames, and the state university at Iowa City, by fire, call for large appropriations. These institutions are both having a steady growth, which calls for increased capacity, larger teaching force, and more equipment. To fail to meet the needs of these institutions now is to partially paralyze their present efforts and to cripple them seriously for a number of years.

The need of other normal schools is imperative. At least one should be established from the funds on hand.

For years the many friends who believe there is need of additional facilities for the training of teachers have asked each legislature for one or more normal schools. The need of such schools is as great as ever. Practically one-third of the whole teaching force of the state is without proper training for teaching even in the smallest schools.

In 1876 the legislature converted one of its buildings, no longer used for the purpose for which it was built, into a normal school. That this was a wise act few now question. At the present time the state has at Knoxville a set of buildings and ample grounds that could, in the opinion of many, including the state architect, be fitted at small expense for another normal school. It is proposed that this be done. This question is one of no little consequence and cannot be too seriously considered.

The reports from Marion, in which Knoxville is situated, and adjacent counties show that there are 700 teachers at work in the schools who have never attended schools higher than those conducted in the smaller towns, and many have only been in attendance upon the country schools. The same condition exists in other localities of the state to a great extent. The value of normal schools is unquestioned in the training of teachers for the higher positions. For inspiring and instructing those who teach for only a limited time they serve a high purpose.

This department only seeks to present the great need of trained teachers and the importance of speedy action. The location of any schools established must be determined by those charged with legislative authority to act. It is my hope that a broad view will be taken of this vital question by the Twenty-ninth General Assembly.

In at least one state, legislative action has provided that any rural school employing a first-class teacher and maintaining a

certain course of study, shall receive from the general state fund \$50 annually. A similar appropriation for rural schools in Iowa would encourage many small districts now heavily taxed.

Iowa should be represented educationally at the exposition to be held at St. Louis in 1903. It is well to exhibit the live stock and farm and dairy products, but the educational interests should be given a prominent place. For this purpose a suitable sum should be set apart.

The present normal school is now better equipped than ever before in its history, but its needs have not been met. An armory or modern gymnasium would now add to the efficiency of the present plant. A library building is requested by the board of trustees, and while I think the demand for this is not urgent at the present, the time is not far remote when a fireproof building should be erected. At least \$25,000 should be appropriated for the purpose of providing free high school privileges for the country boys and girls.

TEACHERS' WAGES.

Iowa still continues to occupy a low place among the great states of the Union in the average annual salary paid teachers. According to the report of the national commissioner of education for the year 1899-1900, we paid the lowest average monthly salaries to teachers of the states of the North Central division except South Dakota. When we consider our wealth and our productive soil the showing is most unsatisfactory. Indiana, by law enacted this year, provided that the salary paid teachers shall not be less than an amount determined by multiplying two and one-half cents by the general average scholarship. The law has increased the pay of teachers, established a uniform rate of wages, and stimulated teachers to improve their scholarship.

TEXT-BOOKS.

Present laws provide that boards of directors may enter the market and buy at wholesale books and supplies intended for use in the schools under their supervision, and sell the same to the pupils at cost. Thus, any district is free to have the best books obtainable and at the least expense. Laws also provide for county uniformity of books, and for free books when the people of any district desire them. These laws governing the handling of text-books are very satisfactory to the people of the state.

During the present year between forty and fifty counties have

adopted or readopted a uniform series of books for a period of five years, and it is to be hoped that the people of these counties will not be embarrassed by any new legislation relating to the supplying of text-books.

While there have been some criticisms of the methods employed in some counties by the firms seeking to secure the adoption of books, it has not been alleged that the practical workings of the law have not been generally satisfactory.

Possibly instances may be cited wherein officers charged with the selection of books have directly or indirectly accepted some small valuable consideration other than the compensation allowed by law, conditioned upon their using their official influence or authority for the purpose of procuring the adoption of certain books. Should there be such cases, present laws relating to acceptance of bribes or the accepting of rewards for public duty should be most rigidly enforced. Present laws provide that any person who conspires for the purpose of corruptly influencing an officer's acts or votes shall upon conviction be imprisoned in the penitentiary or the county jail or be fined. I think that the enforcement of these laws will be more satisfactory to the people of the state than any that might be enacted providing for any radical changes in the supplying of school text-books and supplies.

INSTITUTE MANUAL.

Unification of the normal institute work of the state was undertaken by this department at the request of the educational council of the Iowa State Teachers' Association in 1900.

The manual for Iowa normal institutes was published, distributed and used generally in institutes during the past two years. Reports indicate that it was of great value.

THE HAND-BOOK FOR SCHOOLS.

Since the publication of the last biennial report this department has issued an edition of the Hand-Book for Iowa Schools. A copy of the same has been furnished for use in each school district of the state. Additional copies are retained for future distribution, and will doubtless supply the needs of the schools for a number of years to come.

IMPORTANCE OF COMMON BRANCHES OF STUDY.

The most important part of the hand-book is the course of study. An attempt has been made in the present edition to

emphasize the importance of the elementary branches in our schools. I am thoroughly convinced that in our efforts to enrich the course of study, there is great danger of our neglecting to give proper instruction in the common school branches. This is evidenced by the fact that many who attempt to secure admission to our higher institutions of learning are woefully deficient in the use of English, the elementary principles of arithmetic, and in the ability to spell our common English words and to write a legible hand. The lack of scholarship is also noted upon the part of those who enter our normal school, large numbers of them being obliged before being able to receive normal training, to receive a drill first in such subjects as are and should be taught in the secondary schools.

I believe that I cannot too strongly emphasize the necessity of those in charge of public schools giving greater attention than ever before to the common school branches of study.

EQUAL SCHOOL PRIVILEGES.

In my report for 1899 I called attention to the fact that we have 2,577 rural schools, with an average daily attendance of less than ten pupils. To aid boards of directors, the twenty-eighth general assembly authorized them to levy in addition to the amount specified in section 2806 of the Code, such sum as may be necessary, not exceeding five dollars for each person of school age, for transporting children.

Small schools are to be deplored. It is doubtful if they give value received for 50 per cent of the money expended to maintain them. We often discuss many interesting questions, but none that are more important than how we may give equal school privileges to all children.

I think it is unnecessary to discuss here the question so apparent, that one child is entitled to the same school privileges and advantages as another. The pupil in the most remote rural community is entitled to the best there is. An answer to the question involves the problems of supervision, consolidation of school districts, transportation of children, libraries, text-books, apparatus, buildings, and teachers. These subjects have been discussed in a separate chapter.

SCHOOL LIBRARIES.

This report contains a special report on school libraries. The report shows a very satisfactory condition of library affairs. The

school districts have expended nearly \$50,000 for library books out of the district funds, and in addition \$28,426 raised from voluntary efforts on the part of patrons, pupils, and teachers have also been expended. The largest amount expended by the school districts is in Howard county, where \$1,995.78 were used to purchase books. The next largest is Marshall, with \$1,365.50. The following is a list of the counties having expended more than \$500 each for library purposes: Allamakee, \$579; Buchanan, \$897; Butler, \$643; Calhoun, \$532; Cass, \$947; Cherokee, \$678; Clayton, \$596; Clinton, \$971; Crawford, \$607; Davis, \$568; Delaware, \$573; Dubuque, \$614; Grundy, \$577; Hamilton, \$693; Hardin, \$579; Harrison, \$505; Iowa, \$798; Keokuk, \$738; Linn, \$902; Madison, \$861; Mills, \$660; Polk, \$593; Pottawattamie, \$713; Tama, \$687; Taylor, \$688; Wapello, \$650; Wayne, \$698; Webster, \$703; Winneshiek, \$615.

Pa'o Alto heads the list, having raised the largest amount for library purposes by voluntary efforts. The county is credited with \$6,000. Mitchell follows with \$2,700; Buena Vista with \$2,170; Pocahontas with \$1,750; Webster with \$1,659; and Ida with \$1,600. Thirty-nine counties raised more than \$100 each, while thirteen raised between \$50 and \$100 each.

The total number of volumes now in school libraries is 453,554; of which 110,815 were purchased during the year. The report shows that 4,245 of the rural schools are provided with suitable library cases, and that 7,073 subdistricts and 2,335 independent districts have school libraries.

The present law has been in operation but one year, but reports generally agree that it is commending itself to the people.

ACCREDITED HIGH SCHOOLS.

The important work of inspecting and accrediting high schools has for some years been under the direction of the board of regents of the state university. On account of the broad and liberal policy adopted by the board, and the excellent spirit which those directly in charge of the work have shown, very much has been accomplished in the way of unifying higher education in the state.

The task of inspecting schools is never completed. Schools grow, teachers change, and courses of study are modified. To direct in the best way the school system that it may produce the results desired, should be and is the duty of the state. In Minnesota and some other states the inspection of schools is under-

taken by the state directly. A somewhat critical examination of the plan has convinced me of its advantages, and I believe that the adoption of a similar one in this state would enable us to achieve still greater results.

EDUCATIONAL GROWTH.

The following table shows the progress of the schools of the state during the past five years:

GENERAL SUMMARY OF IOWA SCHOOL STATISTICS.

ITEMS COMPARED.	1896	1901
Number of ungraded schools.....	12,526	12,623
Rooms in graded schools.....	5,002	5,875
Whole number of schoolrooms.....	17,528	18,498
Average number of days taught ..	160	160
Number of schoolhouses.....	13,686	13,922
Value of schoolhouses.....	\$15,867,425	\$18,223,749
Schoolhouses built during the year.....	293	233
Schoolhouses with flags.....	4,684	6,475
Enumeration between 5 and 21	720,175	735,159
Enrolled in school.....	543,052	562,662
Average daily attendance.....	345,242	373,547
Average number enrolled per teacher.....	30	29
Average monthly tuition, per pupil	\$1.89	\$1.98
Male teachers employed.....	5,814	4,757
Female teachers employed.....	22,507	24,088
Total different teachers employed.....	28,121	28,845
Average monthly compensation, males	\$38 28	\$41.53
Average monthly compensation, females.....	\$32 23	\$30 68
Teachers needed for the schools.....	17,861	18,984
Teachers enrolled in normal institutes.....	22,908	19,231
Expended for normal institutes.....	\$61,921	\$59,003
Schools teaching effects of stimulants.....	17,220	17,438
Number of volumes in libraries.....	176,519	453,454
Average compensation of county superintendents	\$1,226	\$1,242
Paid for teachers' salaries.....	\$5,205,287	\$5,747,339
For all other purposes.....	\$3,066,243	\$3,574,313
Total amount expended.....	\$8,271,530	\$9,321,652

The total amount paid for schools has increased more than \$1,000,000. The number of teachers required to supply the schools is 1,123 greater in 1901 than in 1896. The value of schoolhouses has increased nearly two and one-half million dollars.

In cities and towns there have been marked growth and improvement. The high schools are now as a general rule well equipped and supplied with teachers well educated for their special work. There is also a larger number than usual of grade teachers who have qualified themselves for teaching in a superior manner.

"With us," said a college president only recently, "it is now a question of refusing to receive more students or enlarging our capacity." This condition may not exist at all higher institutions, but evidence is before us to show that it does in many.

The great material prosperity of the people of Iowa has made it possible for the youth to avail themselves of the advantages offered by our higher institutions, and this they are doing in larger numbers than ever before.

IN CONCLUSION.

In addition to the statistics which are required to be given, I have incorporated such other subject-matter as I have found to be of most general interest to the citizens of the state. Among the subjects to which special attention is directed are the consolidation of districts and the transportation of pupils, the education of teachers, the manual for high schools, recent school legislation in other states, reports from county superintendents, sketches of higher institutions of learning, and free text-books.

Much that is of general interest has been embodied under these headings. A careful reading of the reports from the different counties will give a more accurate and complete knowledge of educational interests than it is possible to obtain elsewhere. The sketches of state and private institutions have been prepared with great care by the presidents of the same, and for many years will prove of value. I am sure their importance will not be underestimated.

The country school continues to attract even greater interest than ever before, and for this reason a considerable portion of the report deals with it. Next to the great problem of how we may obtain and retain qualified teachers no question in connection with the administration of schools equals it.

The detailed statements of the board of educational examiners are published as required by the statute.

The university, the state college of agriculture and mechanic arts, and the state normal school have all advanced steadily. The presidents of these institutions are leaders, and the schools under their charge will always maintain a high standard. Parents in seeking an institution in which to educate their children need not go beyond the borders of the state so long as these men, supported by the best faculties the state can secure, can be retained.

City and town schools are annually developing rapidly.

Improvements in the way of more trees, larger libraries, better outbuildings and apparatus, are supplied the country schools. Teachers are enthusiastic and willing to co-operate in the general state work.

Since the publication of the last report the world has witnessed the closing of its most marvelous century. Remarkable in many ways, but in none more so than in the growth and development of a school system which makes possible the education of every child.

My own labors have been exerted to advance the general educational work of the state, and while much has been done to improve the schools it would be presumptuous for me to claim in any large degree the credit for work accomplished. The future alone can best tell to whom credit is due. I must, however, at this time acknowledge the debt I owe to the members of my official family, the board of examiners, the boards of trustees governing the educational institutions, county superintendents, boards of directors, and teachers. These have been the great agencies which carried forward the cause of education. Without their kind, helpful support my efforts would have been of little consequence.

By the continued co-operation of all the friends of education, nothing can stand in the way of the future greatness of our schools. As one who came up through the schools of the state I shall always rejoice in their prosperity and advancement.

Respectfully submitted,

RICHARD C. BARRETT,
Superintendent Public Instruction.

CHAPTER II.

CONSOLIDATION OF SCHOOLS AND TRANSPORTATION OF CHILDREN.

INTRODUCTION.

REPORTS FROM COUNTIES.

SUMMARY FOR THE STATE.

BUFFALO CENTER PLAN.

TRANSPORTATION IN CITIES.

IN OTHER STATES.

INTRODUCTION.

Half the independent districts and three-quarters of the sub-districts in Iowa have schools with an average daily attendance of less than twenty. Statistics collected two years ago show that seventy independent and two hundred and sixty-three sub-districts have an attendance of less than five; 502 independent and 2,705 sub-districts have an attendance of less than ten; 1,273 independent and 5,100 sub-districts have an attendance of less than fifteen; 1,950 independent and 7,379 sub-districts have an attendance of less than twenty.

Of the 21,034 teachers who were licensed in 1900, 3,560 had no experience whatever in teaching and 4,208 had taught less than one year.

Another significant fact is that of these 21,034 teachers licensed 7,228, or about one-third, held third grade certificates. Of this number 6,167 were issued to females, presumably young girls just out of school, many of them not having completed even the common school course. This department has advised the county superintendents not to issue third grade certificates except where it is unavoidable in order to procure teachers to supply schools that otherwise would have to be closed for want of teachers. This policy has been universally followed by the county superintendents of Iowa. They report that they issue third grade certificates only as a make-shift and for the purpose of filling the schools. They are issued for only one, or at the most two, terms, and it is admitted that persons holding third grade certificates are not properly qualified to teach. The number of second grade certificates was 13,828, of which 11,703 were issued to females. Thus it is seen that a large majority of the teachers of Iowa hold second grade certificates and that of the total number of certificates of all kinds issued and in force in the state during that year, more than eighty per cent were second grade or under. The total number of first-class certificates issued was 2,917 and the total number of state certificates and diplomas was

1,285. The number of certificates issued is greater than the actual teaching force because some of the certificates are issued for only parts of a year and not all the persons holding certificates are teaching.

There is hardly a graded school in the state, at least not in any town of 1,000 or 1,200 population, where the board of directors will employ a teacher who does not hold a first-class certificate. There are about 5,800 teachers in the graded schools, not counting the high schools, principals, etc., where teachers of the highest qualifications are employed. It is not difficult to see, therefore, what is left for the country school or why it is difficult in Iowa to procure first-class teachers for the rural schools under present conditions. The number of ungraded schools at the last accounting was 12,615. The total teaching force, therefore, was at that time, there being 5,776 rooms in graded schools, 18,381. The actual supply of teachers,—that is, the different persons licensed, being 21,034, this supply including all the third grade teachers,—is very little above the actual constant demand, which is increasing.

The present report of this department will show that these conditions have not materially changed. The proportions are about the same, and there is no question in the minds of experienced educators who have given careful attention to the question but that these conditions are related to each other. The number of inexperienced teachers would not be so great if it were not for the great number of small schools and the difficulty of securing teachers for them. If the standard of teaching in hundreds and hundreds of districts was not necessarily very low, it would be impossible for so many persons to secure employment as teachers without any preparation whatever for their work, beyond what they have secured in the common schools. Many of them have had little or nothing beyond the district school which they propose to teach. The best thought of the common school men and women of to-day is given to the question of how to improve the rural schools. The city schools are in the hands of the best educational talent that can be secured by the payment of liberal salaries to teachers, by supplying the best buildings that money and brains can produce, and by holding out the inducement of attractive surroundings to the teacher—an atmosphere of culture, the opportunity to be in and a part of the strenuous life of the city, with its many varied interests, entertainments and associations.

The country school labors under disadvantages in its competition for teachers and pupils, especially where it has but a small attendance. It is impossible for the teacher to properly systematize her work and classify the school. The classes are small, many times of only one or two pupils, so that there is no incentive to competitive excellence. The teacher's time is so cut up and spread out over a great number of subjects that it is impossible for her to do her best work in any of them and the interest of teacher and pupil is likely to lag. There are, it is true, many excellent rural schools, but this is due either to the fact that the attendance is large, or that by good fortune an exceptionally capable teacher has been secured. If the latter is the case, it is quite certain she will not stay more than a term or two, because better inducements will be offered her elsewhere.

There are hundreds and hundreds, and it is safe to say thousands, of districts in Iowa where these conditions are almost certain to prevail for many years to come. These districts are so small and their resources so limited that their revenues, without excessive taxation, are bound to be limited to such an extent that they cannot afford to employ teachers whose ability commands good salaries. It is only by consolidating these weaker districts and forming one strong district which can afford to have the best teachers, building and equipment, that the best educational advantages can be secured without heavy additional expense.

The great educational need in Iowa, in the opinion of many of the strongest educators, is of a better trained teaching force. This need is felt most by the rural schools, because under present conditions only a few of them comparatively pay salaries sufficient to induce teachers who have had professional training to work in them. The salaries are so low that young men and women are discouraged from preparing themselves to teach because they can do better in other occupations. At least, if a young man or woman prepares for the teaching profession, it is with the view of securing a position in a good graded school, and having gained the professional training, such positions are easily obtained. The common schools get little or no benefit at present from normal schools except during the experimental stage of the teacher's career, while she is acquiring the experience which will qualify her for a position in the graded schools. The average salaries paid to teachers in Iowa during the year 1900 were: To males \$40.20 per month, and to females \$30.24. In 1897, the

committee of twelve reported salaries paid in different states as follows:

	Males	Females		Males	Females
Alabama	\$ 25	\$ 20	Missouri	\$ 40	\$ 34
Arkansas	33	30	Montana	60	45
California	67	56	Nebraska	35	30
Colorado	50	45	Nevada	85	60
Connecticut	30	30	New Hampshire	30	30
Delaware	35	33	New York ¹	37	37
Illinois	30	25	Ohio	35	29
Indiana	40	35	Pennsylvania ²	42	33
Iowa	35	30	Rhode Island	40	36
Kansas	40	32	South Carolina	30	27
Kentucky	36	34	South Dakota	36	31
Louisiana	40	33	Utah	53	37
Maine	35	22	Vermont	39	27
Maryland	29	29	Virginia	28	25
Massachusetts	32	26	West Virginia	36	36
Michigan	29	25	Wisconsin	46	30
Minnesota	40	31	Wyoming	45	40

Iowa has improved since that time in the payment of salaries to men, but not to women. The great number of inexperienced third grade teachers, with whom their employment is merely a make-shift, both on the part of the teacher and the board of directors, keeps the average salary paid to women in Iowa very low, although not as low as in some other states.

The complaint is often made that the farmers' boys and girls want to leave the farm and go to the towns. The atmosphere of the cities and towns with its excitement, its society and its many attractions and allurements appeals to the young people. Younger and younger every year, it is said, they feel this discontent with rural life and they desire to get into town. How many towns and cities there are in Iowa where a goodly proportion of the population is made up of retired farmers who have left the country and moved into town to satisfy this craving on the part of their children. They have come, they say, to educate their children and give them the best they can afford. They have left the farm, often at great sacrifice, and many times, it must be admitted, with results not the best for the children. Not every boy and every girl who comes fresh from the country with good health and pure morals is able to retain those blessings under changed conditions in town. They have not been prepared for it; they have grown up under different surroundings and the new life may not be the best for them.

If these people who remove into town to educate their children could have a good graded school within easy reach of the home farm, offering to their children educational advantages equal to a town school, with well paid, capable teachers, a comfortable, well lighted, sanitary school building, and the enthusiasm of numbers and the inspiration of competition, is it not reasonable to suppose that they would have stayed on the farm and been better satisfied than they are now having broken up the associations of many years and moved into town? In some parts of Iowa a strong and intelligent effort has been made to bring the country schools to a standard of efficiency equal to the best graded schools of the towns by closing several small schools and uniting the revenues of the districts in which they are located into one good central school to which the children are transported at the expense of the consolidated districts. Where this plan has been given a fair trial under approved methods it has been highly satisfactory. Indeed, the consensus of opinion in the educational world is practically unanimous that this is the only method by which districts which are now supplied only with small schools can be given adequate educational advantages, even for children up to the seventh or eighth grades. The system has been on trial for several years in the east, notably in Massachusetts, Connecticut, Indiana and Ohio, with results highly gratifying to the advocates of the system.

For the purpose of learning to what extent this remedy has been applied in Iowa, what the results are where it has been tried and how a trial of it would be likely to be received by the people where it has been discussed, this department asked the county superintendents of schools to report the situation in their several counties, giving both sides of the question, and especially were they asked to state the effect where experiments had been made. Their reports, which are summarized elsewhere, furnish reliable and quite complete information upon the progress of this forward movement in education in Iowa.

The purpose of this inquiry was to bring out, not merely the favorable side of this problem, but to present also all the objections that have been made to the adoption of the plan of consolidating small schools and transporting the pupils to a central school. In the solution of this problem it is necessary to know all that we have to meet to satisfy the people that it is a wise policy, just as every good lawyer in preparing for a trial tries to put himself on the other side to understand as fully as possible what he must

overcome in order to win his cause. We have set forth the objections in detail in every county, no matter how trivial they may be. If the objections are trivial they will be all the more easily overcome. If they have weight, then we should not try to avoid them, but seek to remove the causes for these objections. It will not do to ignore them. The people whose children are affected by this proposed change will not be satisfied with being told by a school-man that it is for their interest and they should not complain. They must be convinced through their own judgment that the plan is right. Those who know most about the new system and who have had experience in its practical operation are very confident that almost any reasonable person would be convinced of its merits if he would take the trouble to inform himself thoroughly concerning it and learn what it has done where it has been given a thorough trial. We hope in this brief study to bring together some practical suggestions and give to both the patrons of the schools who are discussing it and to the school-men of the country something new to think about bearing on this problem.

Briefly summarized, the advantages claimed for the system by the county superintendents, 95 per cent of whom favor the plan, are as follows:

1. It will secure better teachers.
2. It will reduce the per capita cost of education in the districts affected in nearly every case and without exception after the first cost of buildings, where buildings are required, has been paid.
3. It will insure better classification of pupils, so that both teacher and pupils may spend their time to better advantage.
4. Larger classes will stimulate competition and better effort and greater interest and enthusiasm among the pupils.
5. Supervision will be more thorough and more easily accomplished by the county superintendent and by the principal of the township or central school, where it is large enough to require a principal and assistant teachers. Certainly the county superintendents can give better attention to the schools if their number is reduced.
6. The attendance would be larger, as experience has shown.
7. Greater punctuality would be secured, as the children would all be brought to school before 9 o'clock in the morning.
8. Consolidation would provide better buildings and more apparatus and libraries without additional expense.

9. Longer and more regular terms of school would be the result of uniting the forces of several small districts into one strong central school which could be kept running eight or nine months in a year.

10. The health of the children would be better guarded where they are conveyed from their homes to the school in comfortable vehicles than where they have to travel through mud or snow for a mile or so to the school, as they often do under the present system.

11. The older children would be kept at home and in school longer than they can be at present, because the central school could provide advanced courses of study under a capable teacher. So the necessity of going to town to school would be put off several years. The course of study would be so arranged as to accommodate these older pupils at such time as they can be spared to attend school. This would tend to keep the boys and girls on the farm instead of encouraging them to leave it and go to the towns. This is one of the main purposes of this system.

12. It will improve the farm surroundings and add attractions to country life by stimulating a desire to know more about the works of nature. Colonel Francis W. Parker has pointed out the wonderful opportunities for elementary education to the child living on a farm.

13. In the central school there would be opportunity for the study of special branches which cannot be offered in the district school because the teacher lacks either the time or the ability to teach them.

14. In short, and to sum up, the opinion of the county superintendents is almost unanimous to the effect that the consolidation of small schools and the transportation of the pupils to a central school at the expense of the district would result in better schools at less or no greater expense.

The disadvantages which the county superintendents report are urged by the people, and by themselves in some cases, against consolidation and transportation, are numerous, and some of them have much force and cannot be successfully met in all cases without radical changes in conditions, and the erection of safeguards. This refers chiefly to the objection of bad roads. The picture presented in the table accompanying this report summarizing the objections to this system is a powerful argument for better roads. In fact, the chief objection brought against the system is the impassable condition of the country roads at cer-

tain seasons of the year. In brief, the objections pointed out, which are mostly suggested by school patrons, most of whom are imperfectly informed regarding the working of the plan, are as follows:

1. First, and in almost every instance, bad roads.
2. Fear that the expense will be greater than under the present system.
3. That the children are kept too long on the road and too long from home. It is said that children who live farthest from the central school would have to leave home before daylight and would not return until after dark in the winter time. Mothers fear that children will suffer from these long rides.
4. Careless drivers may be employed who will not attend to the comfort of the children, and whose influence upon the children will not be good.
5. The people object to the removal of the little schoolhouse from the neighborhood, since it furnishes in many places the only public meeting house. They say it will break up the Sunday-school, the literary society and other neighborhood gatherings. There is a sentiment concerning the little schoolhouse that objects to its obliteration from rural life.
6. Many farmers think that the closing of the school near their farm and the location of a central school several miles away would greatly increase the value of real estate near the central school and reduce the value of the farms farthest removed from it.
7. In some places it is claimed it will take the older boys out of school earlier than if they could attend nearer home where they would have more time nights and mornings to help about the farm.
8. The objection is often made that the children are wanted at home before and after school to help "do chores," and that if they must start early for a distant school and return late they will not be able to render this assistance, and will miss learning much of the practical work of the farm which they should acquire when young.
9. That the evil influences will be much greater in the central school with its large number of pupils of all ages and conditions, because they will not have the close supervision of the teacher which they received in the little district school.
10. That this centralization of schools will remove the school

from the people and will be a step away from democracy toward paternalism.

11. That many teachers will be thrown out of employment. It is even suggested by some of the superintendents that some of the little district schools are kept in operation to furnish jobs for relatives and friends of the directors.

12. That the children receive less individual attention in the large school than they receive in the small district school, where the teacher has time to give private instruction to nearly every pupil.

13. That it is doubtful if the graded school is better than the ungraded school.

14. That the children must wear better clothes when they attend the large central school than they would have to wear in the little district, thus adding to the burdens of parents.

15. That there will be greater danger of spreading contagious diseases where all the children in a township are brought together.

16. That children will suffer from having to carry cold lunches to the central school.

These objections must receive respectful, careful, and intelligent consideration if we expect the system of consolidation and transportation to be at all successful or generally adopted. Many of them can be easily removed by furnishing information upon what has already been accomplished in consolidation both in Iowa and in other states where it has been longer in vogue. This we have attempted to do in the reports from places in Iowa where it has been tried, and in quotations from reports from other states. Some of the objections, however, cannot be removed by argument, at least in many places. Conditions must be changed before the system can be successfully operated. The details of the plan must be modified to fit the peculiar circumstances of the locality in which it is proposed to introduce it.

If the country roads in Iowa were what they should be, transportation would become quite general in the state. In the spring and fall for a number of weeks every season, especially in the spring, the roads in many sections of the state are well-nigh impassable and it would be out of the question to undertake to make regular trips for any distance over a mile or two, and sometimes that would be equal to traveling ten times the distance under ordinary conditions. Improvement of the roads will there-

fore be the surest preparation for the transportation of the children in rural districts to better schools.

The superintendents were asked to give their judgment on how far children could be transported with safety to themselves and profit to the district. Their answers are widely different and are of course influenced by local conditions. In rough, hilly country and in places where the roads are especially bad, it is said that a journey of a mile or two is equal to traveling twice the distance where these difficulties do not appear. Under ordinary conditions, with fair roads and in fair weather, the majority think that five or six miles is not too far. But the average distance which it will be safe to undertake is not above three or three and a half miles, and if the routes can be so arranged that the children are not gathered from a distance greater than two miles from the central school, a great many objections now brought by parents against the system will be speedily removed. As the roads improve and the people understand the system better and see its advantages, probably longer routes may be planned, especially where the children to be transported are not the youngest. Many of the superintendents report that mothers hesitate to send their young children so far from home for the entire day when they are not entirely sure what care they will have.

Objection is made to the character of the drivers who are likely to be secured. This is certainly a well-grounded objection, which should receive the most careful attention from boards in making their arrangements for the transportation of children. In some places farmers' wives have acted as drivers and often parents have taken the contract to transport the children. In this connection the form of contract for transportation which has been in successful use in Madison township, Lake county, Ohio, is given herewith. All whose bids are accepted are required to sign a contract by which they agree:

"1. To furnish a suitable vehicle with sufficient seating capacity to convey all the pupils properly belonging to their route, and acceptable to the Committee on Transportation.

"2. To furnish all necessary robes, blankets, etc., to keep the children comfortable; and in severe weather the conveyance must be properly heated by oil stoves or soap-stones.

"3. To provide a good and reliable team of horses, and a driver who is trustworthy, and who shall have control of all the pupils while under his charge, and shall be responsible for their conduct. Said driver and team shall be acceptable to the said Committee on Transportation.

"4. To deliver the pupils at their respective stations not earlier than 8:30 A.M. nor later than 8:50 A.M., and to leave at 4:05 P.M. (sun time).

"Each contractor shall give bond for the faithful discharge of his contract in the sum of \$100, with sureties approved by the president and clerk of the board.

"The committee reserves the right to reject any and all bids."

One of the most important details in the system is to secure drivers who can be trusted to take care of the children and see that they are kept comfortable, and that proper discipline is maintained.

The effect of this system upon real estate values is often referred to as one of the objections raised by farmers. Many a farmer reasons like this: "If the little district school near my farm is closed and the children of this neighborhood have to be carried, three or four miles perhaps, to a central school, the farms near that school will become more valuable and my farm and others around here will depreciate in value. So I would better not consent to this scheme, because if I want to sell my farm I cannot get as much for it as I could if the school were within half mile or a mile." This objection has often the appearance of being reasonable and sometimes unanswerable, but it is really one of the easiest objections to be met. Where the system has been given a thorough trial the land values have not been affected as feared by some of the farmers. On the contrary, the value of all the land in the consolidated district tributary to the central school has been increased in value. It is not the accessibility within walking distance to a poor school that makes a farm valuable, but the accessibility, whatever may be the means of reaching it, to a good school. It is reported in the eastern states where the system has been tried that now when a farm is advertised for sale it is said that children are transported to a first-class central school, instead of offering as an inducement that the district school is within a mile of the farm. In Winnebago county, near Forest City and Buffalo Center, farms have been sold in the districts where consolidation has been adopted and transportation is furnished and the buyers have been well satisfied to pay an increased price for the land because of the exceptionally good educational advantages offered to the children. In fact, there is no instance on record where, after trying both systems fairly, the farmers preferred the inferior district school to the superior central school, providing the conditions of transportation and the details have been properly attended to.

The demand that the children shall be at home before and after school to do chores is an objection hard to meet. If parents desire

to bring up their children to "do chores" to the neglect of their education, there is little use in appealing to them for better educational advantages for these children. Many farmers in Iowa send their children to towns to school on Monday morning and go after them Friday night. Thousands of children in Iowa are receiving their education in this way. Would it not be better if these children could leave home, let us say in some instances even as early as 7:30 in the morning, and not return until 5:30 in the evening, and be at home under the care of their parents and enjoying the home life? This is under the supposition that the children live at the extreme end of the route to the central school. If the central school was as good as the school in the town which these children now attend, would not the children and the parents both be better satisfied? In this connection it is suggested that the drive to school should begin at the point farthest from the central school. Much of the success of the system depends upon the arrangement of the routes.

With many patrons, and taxpayers who are not patrons, the question of expense is the first consideration, and many of them think that the cost of keeping up the consolidated schools will be greater than that of maintaining the little district schools. In one county it is reported that the directors think it is cheaper. In one county it is reported that "in small districts teachers receive a small salary for six or seven months. Patrons claim that this is cheaper and more convenient than to have pupils transported." In this county, where ninety-seven different persons were licensed in 1900, twenty-five had no experience and thirty-five more had taught less than one year. The number of third grade certificates issued was 136, and the number of first grade certificates issued was three. So the third grade teachers were licensed again and again, though unable to improve in grade. Notwithstanding the fact that in the county referred to is a large city with an excellent system of graded schools, the average monthly salary paid to the women teachers in that county is \$28.01. Comment is scarcely necessary. If the people are content to put up with cheap teachers six or seven months in the year, it is probably "cheaper" than to have good schools.

We believe that the prevailing sentiment in Iowa is that we can afford to have the best; that we want the best, even if it costs more. In Sioux county the superintendent reports that "rich farm lands, prosperity and the young, inexperienced teaching force will hasten the elimination of the small, weak districts.

Men of easy means are complaining of the meagre school advantages, and, since consolidation means a step toward graded schools, these men, who can and are willing to pay for better school advantages, will become real soldiers in the march of educational progress."

Several other superintendents reported, and this is the general verdict: Where the people can be satisfied that they are getting their money's worth, that the educational advantages are to be improved and their children given better opportunities for securing an education near at home, they will not hesitate, even if the expense is greater. Those who have given this subject the most study have complete faith in their ability to overcome this objection with all reasonable persons by showing them the numerous benefits which their children will derive from the better schools that will be provided for them by consolidation and transportation.

But it is by no means conceded that consolidation and transportation mean increased expense, although in some instances when the system is first adopted, and while the initiatory expenses are being paid, it may be somewhat increased. There is no doubt whatever that under ordinary conditions it costs much less to operate schools under this system than it does the small, scattered, inferior district schools. Experience has proved this. The cost of tuition per capita per year has been greatly reduced in many cases and in almost every instance the number of weeks of school has been increased. Reference is made to the reports from other states and to the reports from Iowa counties, notably from Winnebago, Pottawattamie, Black Hawk, Dickinson, O'Brien, Hancock, Wapello, and others, to substantiate this statement.

The objection to the removal of the schoolhouse from the neighborhood is one that will have to be given local consideration. Churches are now being built all through the rural communities of this state for the accommodation of the people for various kinds of public meetings, as well as for the use of the particular church organization which may own the building. These buildings are built by subscription from people of all denominations. They are for the common use of the community. If it is agreed that consolidation is a good plan the sentiment concerning the little schoolhouse ought not to interfere with it. Most of these buildings have but small value, and a district could afford to keep them in repair for meeting places if need be or the people could do it themselves, if they had no other meeting place

and thought it worth while to keep up the school building for this purpose. Is it not likely, however, that the people will be willing to go as far as the children and use the central school building for these purposes? These, however, are minor considerations which will not control if the chief objections are removed.

The claim that consolidation and transportation will take the older boys out of school sooner than if they could attend the little district school may have some foundation in some cases. Here again we come to the question of whether parents want their children to have the best education possible for them to obtain, or not. If they do, the boys will not be kept out of school to "do chores," not even if they have to go away from home altogether to obtain adequate educational advantages. Boys and girls of this class, who want to get an education and whose parents are ambitious for them to secure it, will be greatly benefited by the central school. They will be able to secure at home what otherwise they would have to get at the trouble and discomfort of leaving home entirely, at least for five days in the week. There may be isolated cases where the boys on the farm are obliged to be at home to work about the farm mornings and evenings, but the boy who wants to get an education will not be balked by this. He will get up a little earlier, perhaps. But these are the extreme exceptions and no system can be made to fit the exceptions to the disadvantage of the vast majority. Children who are so unfortunate as to have parents who think more of their "doing chores" than of securing an education will perhaps suffer some disadvantage from this system, but in Iowa such children, it is to be hoped, are exceedingly rare. Here again we see the disadvantage of long routes. We are convinced that in the introduction of consolidation and transportation in Iowa the routes should be as short as possible. It will be easier to get the system adopted in this way and it will be much more satisfactory to the patrons.

Some guarantee must be given to anxious parents who fear that the moral influences surrounding their children in the central school will not be good. They say that where a large number of children, old and young, with good and bad impulses, are brought together and spend the long noon intermission together without restraint, many of the children will learn things which it is better for them not to know and will be subject to the evil influences and bad companionships which they would largely escape in the little district school. This objection must not be

overlooked, because there is some reason for it. Sometimes the reply to this complaint is that the children must go out into the world some time and they may as well prepare for it one time as another. But this will not answer it. Many private schools are maintained solely because parents hesitate to subject their children to influences which go contrary to the pure atmosphere of the home. They think it is better for the child to arrive at a little riper age before he is subjected to these things and that he has time enough to learn them without taking the risks of meeting with all the temptations of life in his childhood. Therefore, it is highly important that safeguards shall be thrown around the children in the central school and on the way to and from the school. The teacher should know what is going on during the noon hour. Some supervision must be had to protect the children from the evil influences of the occasional bad boy or girl.

Children have been carrying lunches to school for ages and have come out of it pretty well and with good health. A large majority of the children who attend the district schools today carry lunches and no serious complaint is made about it. This objection is not of much consequence.

That the centralization of schools will remove the school from the people and will be a step away from democracy toward paternalism is a sentiment which probably does not prevail to any large extent, although it is mentioned by several county superintendents. A good many sub-directors now controlling district schools and using the patronage thereof for their own personal benefit will doubtless see the force of this objection, but the people will not feel it. Very few people will care who runs the school as long as it is a good school and the taxation to support it is not excessive. People will have their voice in the election of the directors and the school will not be removed from their control.

It is earnestly to be hoped that all poor teachers will be thrown out of employment. That is one of the main objects of consolidation and transportation, and it should be clearly understood. The incompetent teacher must go and it is to be hoped that she will go by the thousands. From one or two counties this objection is heard. In one of those counties about half the teachers had taught less than one year.

Sometimes it is said that we ought to "stand up for the country school," which has turned out so many good men and women, instead of criticising it. Occasionally it seems that

some one thinks the effort to raise the standard of rural schools is in some way a reproach upon rural life. These are two great mistakes. Concerning the first, it may be said that no amount of assertion that he is well will cure a sick man, if he is really sick. The true physician tries to learn what is wrong and apply the proper remedy. That is what the advocates of consolidation and transportation are trying to do. And as to rural life, the whole theory of consolidation and transportation is that rural life, the life on the farm, is the ideal life, when the advantages of education, of culture, of society, are added to it. It is the purpose of this system to make life on the farm so attractive that the children will not want to leave it; that the parents will not have to leave it, and that the boys may be brought up to love it and carry it on, seeing its great possibilities, instead of running into town to begin the struggle to enter a crowded profession or to go into a business that will not yield them the financial returns or the health and happiness that are to be had on the farm.

REPORTS FROM COUNTIES.

The following questions were sent to every county superintendent in the state:

1. In how many different districts have pupils been transported?
2. In what school corporations has consolidation been tried, and with what effect?
3. So far as you have been able to learn, what is the general sentiment in your county regarding the closing of small schools, and the transporting of pupils to others?
4. What in your opinion are the advantages and the disadvantages of the consolidation of districts and the transportation of pupils?
5. Where the system has been tried, what do the patrons think of it?
6. If any objections are made to the plan, what are they; and how may they be removed?
7. What distance may pupils in your opinion be transferred with safety to themselves and profit to the district?
8. If in any instances pupils have been transported in your county, state briefly the history of the case, and with what success it has been tried.

We shall be glad to have briefly any thoughts or suggestions on this subject, not covered by these questions, which are simply suggestive.

The replies received are summarized herewith. They contain a vast amount of valuable information on the question of consolidation and transportation. They show what obstacles must be removed to secure the success of the system. Its advantages

and disadvantages are clearly pointed out. It is understood that wherever any experiments have been made they are referred to in these county reports. Where there is no account of consolidation or transportation, nothing has been done in that county. The most conspicuous features of these reports are:

First—That the county superintendents are almost unanimous in favor of the plan and nearly all of them give good reasons in support of this position.

Second—That the chief objection to the proper application of the system in Iowa is the bad condition of the roads at certain seasons of the year.

ADAIR.—Some townships are in favor of closing small schools but transportation difficulties prevent. The advantages of consolidation are better schools, fewer poor teachers and gradual advancement. The transportation question is the one to be discussed. Poor roads, careless drivers, cold weather, and the great anxiety of parents for children who are entrusted to the care of a driver who is not fit for the children to be with are the disadvantages. If the roads were different there might be some hope of getting at centralization, but in many counties it would be impossible to get through the mud to get the children to school in time.

ADAMS.—In some parts of the county sentiment is favorable to closing small schools and in other parts bitterly opposed. The chief objection is the difficulty of transportation and taking children so far from home.

4. Schools better classified; better instruction.

7. From five to seven miles.

ALLAMAKER.—Some favor the plan, but more oppose it. The advantages are better schools, because of larger classes and more enthusiasm; better supervision and better attendance. The disadvantages are: In rough counties it would be impossible to gather the pupils on account of extra distance traveled to get to the schoolhouses; sacrifice of seven or eight good schoolhouses in each township and the erection of a large schoolhouse to accommodate all the pupils of a township; larger expense, requiring from five to eight teams to collect pupils, each team costing as much as to hire a teacher. Besides it would require from three to five teachers to manage the central school. These objections may be removed by showing that while they are inconveniences and extra cost the better results will amply justify the change for the same reason that the harvester is better in the grain field than the old-fashioned sickle. The plan that costs most is the best and better results follow

7. From one to five miles.

APPANOOSE.—There is some sentiment in favor of it. The advantages are many, the chief of them being that it would give the children in the country the benefit of a graded school the same as the children of the towns have. The great disadvantage is the transportation problem. Some children would have to be ready in the morning at an unseemly hour, and would of course not get home until late in the evening. The roads are often almost impassable. When the transportation problem can be solved satisfactorily this is the system in my judgment.

AUDUBON.—There are only a few schools in the county where it would be practicable to close them and transport the children to another school unless a central school was established. For that reason the question has not been discussed very much, but I think the people would favor it where it is practicable.

By consolidation the schools could be graded better. The children of the whole township would be brought together in one building, and so have the advantage of larger and stronger classes. The children of the rural districts would be given a chance to obtain as good an education at home as those who live in town. It would increase the attendance by keeping the older children in school longer. It would enhance the value of land in the entire township.

Some of the disadvantages would be the length of time that children living in the extreme corner of the township would be compelled to be on the road, and the poor condition of the roads at some seasons of the year.

The objections are the time children would be compelled to be away from home; the expense of transportation, and it is claimed it would depreciate the value of land that was located quite a distance from the school. The first objection is hard to remove. The only way I would know how to meet that objection is to improve the roads so as to reduce the time as much as possible. The last objection may be removed by showing that the value of land of the entire township will be raised.

7. Five or six miles.

BENTON.—Sentiment is manifested on both sides. As no vote has been taken in any corporation I am unable to say, but I believe in time the general sentiment may be created in favor of consolidation.

4. The educational advantages are certainly great. Pupils will have all the advantages of a graded school. A broader and deeper course of study can be given the pupils; the advantages of special teachers in the grades; the supervision of a superintendent, will all stand out prominently as advantages over the present plan.

6. The principal objections raised in this county are bad roads, more expensive, greater influence for evil on account of increased numbers.

7. Six miles.

BLACK HAWK.—Four districts have consolidated and are transporting children. Sentiment in the county is, as a rule, favorable and there is no dissatisfaction where the system has been tried. The following experiments have been made in this county:

Independent district No. 4, Waterloo township—Children furnish their own transportation, but the district pays tuition, and stabling of horses in town; attend West Waterloo; schoolhouse in district sold.

Independent district No. 4, Big Creek township—A man is hired by the board of directors to transport all the pupils to an adjoining district in Benton county; schoolhouse too old; abandoned.

Sub-district No. 1, Orange township—Pupils furnish their own transportation, but district pays tuition for pupils in West Waterloo; schoolhouse good new brick; locked up.

Sub-district No. 6, Lincoln township—One man hired for one year to transport all pupils in the district to an adjoining school in same township; schoolhouse in fair condition; locked up.

In all the above cases schools had too few pupils to maintain a good school.

Lincoln township has voted to consolidate all of the schools of the township (9), and voted \$5,000 to build a central schoolhouse. This was decided upon after a committee had visited other localities where the system had been tried and made a thorough investigation of its merits and its practical workings. The committee was composed of one man who was opposed to the experiment, one who was in favor of it and the county superintendent. The man who was opposed was completely convinced by what he saw.

Everything is in favor of consolidation. It means better equipment, better schoolhouses, better teachers, better schools, more schooling; keeps boys and girls away from the town at an age when they are most easily led astray, and gives the poor boy or girl an opportunity to get more education than they could get in any other way. One year in the consolidated schools is equal to two years in the district school. It raises the price of land. The only argument against consolidation is the long distance some pupils would have to be transported.

5. Most parents favor it.

6. Transportation is the only objection and that will gradually wear away as the people become accustomed to the new order of things.

7. That would depend upon the condition of the roads. In ordinarily good roads, five or six miles can be traveled in one hour, and the average country pupils take that time in going to the district school. A good team can walk four miles per hour, so in one hour the pupils, in ordinary times, can travel five or six miles with profit to themselves and the district.

Have some good sensible addresses made at farmers' institutes.

BOONE.—Nothing done, but sentiment in the county is favorable to closing small schools and transporting pupils to other schools.

BREMER.—The sentiment of consolidating school districts and transporting children to a school located in the center of a township is, as far as I have been able to ascertain, very favorable to such change when the proper time comes. I have discussed this matter with school officers and others interested in the schools, and I found them almost without exception in favor of the plan. All admit that it will cost less to maintain the school, that it will give the children better educational advantages and that it will give their children in time the advantage of attending a high school or a well graded school at home. The expense of changing from the present system to the proposed one seems to be the only thing in the way of making the change at this time.

BUCHANAN.—Two districts are transporting pupils and five have consolidated. The sentiment in the county is favorable to the plan and the parents are generally satisfied where it has been tried. The advantages are larger schools, increased enthusiasm and that districts will be able to pay salaries that will secure a far better grade of teachers. The objections are largely imaginary and may be removed by a better understanding of the plan. Ultra conservatism, prejudice, selfish motives, and failure of appreciation of the actual condition of the schools interfere with the adoption of the system. The experiments in this county are as follows:

WASHINGTON No. 3.—School has closed and pupils transported to Otterville where they have a two-room building. The experiment proved very

satisfactory, and in my judgment No. 3 would not have been reopened if a certain person had not lost a more lucrative position.

BUFFALO No. 7.—Two pupils are transported to No. 1, and proved satisfactory; school still closed.

In other districts schools were closed but no transportation provided.

BYRON No. 8. Reopened apparently to enable interested parties to keep teacher at home.

7. Three to five miles, depending upon the condition of the roads.

Experience has taught me that the campaign of education on the subject of consolidation must be carried on with more zeal than ever. The people must be shown that without excessive taxation it is utterly impossible to supply our rural schools with competent teachers under the present system. The rural children of Iowa are entitled to the best there is, and it is our bounden duty to keep up the fight for equality in school privileges until the country-child has the same, if not better, educational advantages than are enjoyed by the children of our cities.

BURNA VISTA.—No district school has been closed permanently. Six have been closed temporarily but no pupils have been transported to other schools. The sentiment is at present divided. The majority are against the plan. I think, however, that the sentiment in favor of the plan is growing.

The advantages would be larger and better graded schools with more advanced classes. This would result in keeping the older pupils in school longer. Fewer and better schools would mean fewer and better paid teachers and, in general, a higher educational level in the rural districts.

Some of the disadvantages would be the great distance some pupils would have to go, and the bad influence which the removal of the sub-district schoolhouse would have upon the social and religious life of the people. The central school would mean the end of the rural Sunday-school and the evening debating societies, which have had a wide influence upon the character of the American people. Several efforts have been made to adopt the central school plan but they have been voted down by surprisingly large majorities.

Parents object that small pupils would be too far from home in case of sickness or accident. The roads are impassable part of the year. Reliable drivers cannot be had without great expense. The system gives unfair advantage to those living near the center of the township.

Pupils might be transported three or four miles with safety. Hence two or three schools for each township would be more practicable.

BUTLER.—One sub-district closed its school and the pupils attended the next school in the same township. One independent district closed its school and sent pupils to another independent district. One conveyance was used to transport five pupils to the Shell Rock school at a cost of \$4.00 per month. The other nine of the fourteen preferred to furnish their own transportation and were satisfied to have their tuition paid.

The sentiment is fast growing in favor of the closing of small schools and transporting to others. I think by consolidating we will have fewer but better qualified teachers, larger and more enthusiastic classes. It would enable better classification and gradation, and it would also be cheaper.

5. The great majority like it.

The only plausible objection I have heard is that young children ought not to be kept on the road so long as is often necessary.

CALHOUN.—No pupils have been transported at the expense of the district in any of the districts of this county. A few of the smaller schools have been discontinued and the pupils in those districts attend nearby schools and transport themselves without asking any transportation or transportation money from the school corporations. Nos. 4, 6, and 8, Sherman township, and No. 4, Lincoln township, have been discontinued. The plan seems to meet the approval of the people of those townships wherein it has been tried.

I think the plan of consolidation is favorably impressing the people in general. I believe it is the true way of solving the rural school problem. It seems the most plausible and most sensible way.

Some of the objections met here are that land will depreciate in those districts wherein there is no school; bad roads; long distance to travel; time on the road; also, a sort of prejudice against any change or modification of the old district plan. I believe that bad roads is one of the chief difficulties to overcome. I also believe that in some townships it would not be advisable to consolidate the whole township in one school, but into two, perhaps three.

Pupils may, in my opinion, be transferred with safety to themselves and profit to the district four miles, probably five.

Advantages of consolidation are numerous. In general—better schools, greater results, better teachers at better salaries, with really no greater expense.

CARROLL.—Sentiment in county does not favor the plan. It is the only hope of ever having efficient rural schools. Our school townships are none too large and the sub-districts may be successfully consolidated into one central school. The disadvantage is the difficulty of transportation.

CASS.—Nothing has been done but the people of the county look with favor upon the proposition to close small schools and transport pupils to others.

CEDAR.—Pupils have not been transported at public expense in any district.

Sub-district No. 2, Red Oak township, has been closed about a year and one-half and pupils sent to other schools, their tuition being paid from school fund. Fremont No. 4, Fremont township, will be closed for the remainder of the year and tuition of pupils will be paid in the Mechanicsville school.

The majority of patrons seem to favor maintaining the small schools.

I think that the plan of consolidation, if generally adopted, would double the efficiency of the schools. Teachers could do better work with two or three grades than with eight or nine. There is more enthusiasm in large classes than in small ones. Teachers would receive higher salaries and could afford better preparation. Not so many teachers would be required to fill the schools, hence the good teachers could be retained and the others dropped. The result would be better work. The main objection which patrons raise to consolidation is difficulty of transportation. I think that these objections will not be removed until the plan shall have been tried successfully in our own county.

So far as I know No. 2, Red Oak township, is satisfied.

7. Six miles. Many children walk from one and one-half to two miles. I think they could more easily ride six miles in a suitable conveyance.

CERRO GORDO.—Three districts have transported pupils but none have been consolidated. The plan is growing in favor. In Lake township one team has been employed for several years but has grown in disfavor by the patrons, therefore, last spring they voted to build another schoolhouse. I think the board had some difficulty in securing some one to haul the pupils.

Advantages:

- a. Better teachers will be secured.
- b. Larger salaries will be paid them.
- c. More efficient work done.
- d. Attendance more regular.
- e. Increased punctuality.
- f. Better associations for pupils (more pupils of their own age and class).

g. Closer supervision by the county superintendent.

Disadvantages:

- a. Long distance for some of the pupils to ride.
- b. Bad condition of the roads a part of the year.
7. Five miles.

CHEROKEE.—One district has closed its school and transported the children to another school. Sentiment is in an unsettled condition. The system has been so little tried in this county that people know very little about it and are divided in their opinions.

Advantages:

- a. Pupils in the country have the benefits of a graded school.
- b. Teachers may make special preparation for grades in which they are to teach.

- c. Interest and enthusiasm come from numbers.
- d. More personal work from teacher and longer recitation periods.
- e. Several teachers working together accomplish better results—exchange ideas.

f. Schools are better supervised, better supplied with apparatus, books and maps, and have better buildings.

Disadvantages:

- a. The chief disadvantages come from poor roads and the difficulty of securing proper conveyances and proper persons to transport pupils.
- b. Parents dislike to send children a great distance from home.
7. About four or five miles.

CHICKASAW.—Sentiment at present is not favorable. Advantages: Better classification. Objection: Increased cost. Show them their mistake.

CLARKE.—Sentiment is favorable to the plan. The advantages are better grading, better schools, better schoolhouses, and the attendance and punctuality will be improved. The only disadvantage is the difficulty of transportation.

7. Not more than six miles.

CLAY.—Some townships are quite favorable to the plan and some are very much opposed.

Advantages: We could certainly have better schools and better teachers.

and I should think the expense would be less per pupil after the plan was in operation.

The first expense, sending young children so far from home and lessening the value of farm property situated some distance from the schoolhouse are some of the objections.

Disadvantages: Too far to send children from home, bad roads, lack of confidence in bus drivers.

7. From three to four miles.

CLAYTON.—No experiments have been made, and sentiment is strongly opposed.

Advantages: Better teachers, more systematic work, better equipment, closer supervision by county superintendent, more enthusiasm, and other things too numerous to mention.

Disadvantages: It will take the older boys and girls out of school earlier than if they could attend school a mile or so from home. Transportation is inconvenient in this county, as about two-thirds of the people live off some distance from the road (public highway). Fathers, brothers, cousins, nephews, and great-grandfathers could not hire their relatives and so get a few paltry cents out of the district treasury and give in return no value. It seems to me that is the only reason why it should be fought by some people. Increased expense would follow transportation. This county is too rough to transport.

7. It depends upon the relief of the country—prairie counties, about five miles; in my county, not over two to two and a half miles.

CLINTON.—1. None. Pupils have been transferred but not transported.

2. Consolidation has not been tried.

3. There is a growing sentiment for the discontinuing of small schools, but it has not grown to such an extent as to become a general sentiment. I believe the *general* sentiment is adverse to it at the present time.

4. *a.* Advantages:

1. Better schools by reason of attendance being such as to insure enthusiasm and interest.
2. Most economic plan.
3. Insures better teaching.
4. A healthier educational sentiment is aroused.

b. Disadvantages:

1. Lack of means of transportation.
2. Bad roads affect attendance.
3. Where a large number of children are brought together, the moral life of a child cannot be closely guarded by a teacher.

5. They are favorable to it; that is, where pupils have been transferred to graded schools from small schools that have been discontinued, it has proven very satisfactory.

6. The greatest objections urged against consolidation are the depreciation of land values in remote parts of the districts, bad roads making transportation almost impossible at some seasons of the year, and the mingling of many children of all classes being against the highest moral development. For the first and last objections there seem to be no solutions, and for the second objection, good roads will remove it.

7. How far children may be transferred depends entirely upon local conditions and the age and the health of the children. In some places in this county transferring children six or seven miles would seem just as feasible as transferring them two or three miles in other parts. I would put the maximum distance at six miles.

CRAWFORD.—The system has been somewhat discussed and in localities is favored. The chief objections are rough roads and amount and length of time children must be gone from home.

7. Within a radius of two miles.

DALLAS.—Pupils in Union township have been transported to Dexter for about four years. The plan is a success and is approved by the people. The sentiment of the county is in favor of the system and it is in the interest of economy.

7. Three to four miles.

DAVIS. Sentiment is growing in favor of closing small schools.

DECATUR.—No transportation or consolidation but people look favorably upon the plan. No objections are heard and it has many advantages and few disadvantages.

7. Three to five miles.

DELAWARE.—System not tried and sentiment in county not developed. It would secure better supervision and better teachers. One of the objections made is that it would be necessary to build a house for the principal and the corps of teachers at the central school. If so, how will it lessen the expense?

7. Five to six miles.

DES MOINES.—Jackson township, a small township containing about twelve sections of land, has but two schools. Last winter it was decided to close one of the schools and transport the pupils to the other. They got into some trouble about whether the pupils should come out to the main road or whether the vehicle should go to each house. It was decided that the pupils should meet the wagon at the road, which made some of the patrons angry and they would not send their children to school. It will be tried again this year, I hope with better success. The sentiment in the county is about evenly divided. The system would secure better grading, allowing a teacher more time to each subject. It is less expensive, with a better grade of work. About the only objection is that some of the pupils must leave home early in the morning and arrive home late in the evening. Some say the small schools may in time become larger again and others think it would be more expensive. Bad roads is another objection.

7. About four miles.

DICKINSON.—Pupils in only one district, Lake Park, have been transported, and the sentiment is good in the county for the system. Thirteen schools will be closed this winter and the people are well satisfied. The plan insures better teachers, classification, grading, and better advantages in general. The objections are on account of bad roads and pupils being too long away from home.

Lloyd township voted \$3,500 for a center high school last March. The building is being built to be finished October 1, 1901. This plan closes nine sub-districts. A very few object to the plan. At first and in the voting, twenty-three voted against the plan, but most of them are now in harmony with the idea. The success of this township practically means every town-

ship in Dickinson county having the same plan save two townships. The lakes dividing those, it will never be practical with one building.

Milford township and Excelsior township voted the same plan, but we thought best to wait a year and see the outcome of Lloyd, and if Lloyd is a success, these two will build buildings next year.

Silver Lake has three schools beside Lake Park in their township, but only a few months each year do they have any school.

The only thing which stands in the way is bad roads. They have been worked but little. It's my opinion that inside of two years we will have five center high schools, and the pupils in five townships will be transported to these schools.

7. Six or seven miles.

DUBUQUE.—In the small districts teachers receive a small salary for six or seven months. Patrons claim that this is cheaper and more convenient than to have pupils transported. In many cases they can establish a graded school and have better teachers. Some of the disadvantages are that the pupils will not be able to meet the wagon at a fixed time in all kinds of weather. Where the roads are rough and hilly, as is the case in some of the river counties, pupils will be exposed to the weather too long. Many of the larger pupils are needed at home to do chores. By closing the schools within a reasonable distance some of them would be deprived of school conveniences. Some of the objections may be removed by improving the roads.

7. Not to exceed four miles.

EMMET.—Consolidation has been tried in some districts temporarily with good effect, but the general sentiment in the rural districts appears to be very strongly opposed to it. Though frequently schools have been closed in this county and pupils transported, it has been because a suitable teacher could not be obtained or on account of lack of schoolhouse or because the school was small, yet we can scarcely say that we have tried consolidation and it would not be well to insist on trying it in this county. Some of the boards have put themselves in a position to try it but none have been brave enough to meet the opposition to an effective trial. The advantages of consolidation are:

- a. Better classification.
- b. Class interest.
- c. Elimination of weak teachers.
- d. Closer supervision.
- e. Better attendance.

The disadvantages are:

- a. Pupils farther from home.
- b. School farther removed from people.
- c. Difficulty of getting proper transportation.
- d. Pupils having to be longer away from home in winter.
- e. Timidity of parents.

FAYETTE.—No experiments have been made but the idea is growing in favor. The system would do away with many incompetent teachers. There would be longer terms, better wages for teachers and better classification of pupils. The disadvantage is in getting pupils to the central school. It would be better to take in small territory and avoid the difficulties of transportation.

FLOYD.—In four districts the pupils have been transported and the parents think it a better plan. It is growing in favor among the people. Several schools have been forced to close because they could get no teacher. Where pupils need not leave home before eight, and the roads are good or not bad for any considerable time during the year, and a driver of sense can be procured, the plan will stay where tried. One township voted on the proposition last March, but it lost by a small majority. It will probably be brought to a vote in another township next spring. Rural people are slow to take up with new notions where any expense is attached.

7. About five miles.

FRANKLIN.—The experiment of transporting pupils to a central school has not been tried in this county. The matter of transportation of children and the consolidation of schools has been discussed in farmers' institutes and in teachers' meetings, and the general sentiment is in favor of the movement. It is particularly true that where the attendance is small and the per capita cost of maintenance large, a change in the present system would meet the approval of the patrons of our schools. Some of the advantages of the consolidation of districts would be:

- a. An increased attendance.
- b. The employment of better teachers.
- c. A decrease in the average cost of tuition.
- d. And the procuring of more and better apparatus.

A better system of grading could be adopted, a closer supervision made, and the schools of the county raised to a higher standard if fewer and better schools were established.

FREMONT.—Transportation has been provided in one sub-district and the people are in favor of the system. It provides better schools at less expense. The attendance is more regular and tardiness has decreased.

GREENE.—The outlook is favorable for the system in this county. One small school has been closed and the pupils attend adjoining schools, furnishing their own transportation. We have one township high school, but the pupils furnish their own conveyance. In many cases it would be an advantage. It would make the school more effective. The objections are: *First*, the impassable condition of the roads at times; *second*, the extra expense of building a schoolhouse that will accommodate the children—“What shall be done with the buildings we already have?” the people ask; *third*, the fact that from remote parts of the township it will be necessary for the children to be one and a half to two hours on the road, thus necessitating their starting about seven o'clock and not getting home until nearly six o'clock in the evening. This means that in winter they must leave before daylight and not return until after dark.

GRUNDY.—Pupils are being transported in two districts—from sub-district No. 6, in Felix township, and from the rural independent district No. 2, Pleasant Valley township. In Felix township the school is small, and the pupils living almost as near other adjoining schools and the parents having no objections, it was an easy matter to close the school. In the other school conditions were not so favorable. Here there were many patrons whose children were grown up and not attending school wanting to lessen their taxes conceived the idea that they could run the school cheaper, closed it

and transported the pupils to other schools. This was not entirely satisfactory. We had considerable trouble with some of the patrons. One family sold their farm and left the district on account of the school privileges. In my opinion, even though the school is small, it would be better to hold a school than to have the neighborhood torn to pieces to save a few paltry dollars.

So far as I have been able to learn, the sentiment in this county is in favor of closing small schools, providing it will lessen the taxes to the patrons and give the children transported better school privileges.

In my opinion there would be no advantage in the consolidation of districts and the transportation of pupils. The claim, I know, is being made that we would have better school buildings, better teachers, cheaper and better schools, better attendance, and no pupils absent or tardy. Those who are opposed to consolidation claim that in the end there will be nothing gained by radically changing our school system. A few of their reasons are as follows: It would remove the school from the home. Farm lands farthest away from the schools would depreciate in value. Small children would have to ride too far to get to school. Parents would be deprived of the help of their children when they live a great distance from the school. When roads are in bad condition it would be impossible to get to school if the home was five or six miles from the school, as in many cases it would be. I believe that our country schools with all of their short-comings, as told to us by many leaders in the higher education, are better schools for the training of pupils in the common branches than the much exploited graded schools of today. I believe that more harm has been done our country schools by being talked down by many people who received their first training in them and who have risen to occupy many of the first places in the land, than can be remedied in the next decade. The way to make schools better is to uphold them. Although the country teacher may as a rule not be equal to the one in the grades, yet the constant drill and review the pupil gets will in my opinion more than make up for the difference if any exists. In the grades it is too much of a machine grind. The pupils have not the benefits of the review so essential in the common branches. Forced along or held back, as the case may be, in a machine-like grip until he is turned out a graduate in many cases knowing nothing more than that he is such graduate. If the leaders in education would encourage the patrons of the country schools by telling them the facts that the schools are good but can be made better; that the school system that we now have is as good as any known system; that better schoolhouses and better wages would in most cases mean better teachers and that those conditions would mean better schools, in my opinion would go a long way toward making our schools better. I am a believer in our school system as it is. I believe that it would not be best for our boys or our girls for us to fight their battles for them. That the walk of a mile or more through a storm may be the means of showing a child that he can do something. The great danger of our schools, as I see it, is, that we are training our children not to work with their hands. Boys and girls all over the country are being sent out of school not able to do anything in the way of common labor so that the professions are becoming congested and it is next to impossible to get the necessary help on the farm notwithstanding the fact that better wages are being offered for help of this kind than for almost any

other. In order to have a graded school conditions must be favorable for that kind of school. Parents must live a reasonable distance from the school and follow an occupation so that their children may attend regularly throughout the year. In the country the conditions are not the same as in the town, therefore it would be impossible to conduct the same kind of a school. In the country it is often necessary for the parents to keep the older children out of school for a part of the year to assist in the work on the farm. When they return they are behind their grade and either a special grade will have to be provided for them or may be they will be ashamed to fall behind and will drop out of school altogether, the very thing we are trying to avoid. In conclusion let me say, in my opinion, that if instead of telling the people that their schools are not good; that they need another system; that they ought to have something different than they now have, would tell them that our schools, so far as results are concerned, are the best in the world, that Iowa has the lowest per cent. of illiteracy of any state in the United States, that men who received their preliminary training in the country schools of Iowa are holding many of the best positions, politically or otherwise, in the world today, that we do not pay enough wages, that a teacher, if they expect an expert, ought to receive wages enough to live and lay up a little for a rainy day, that a teacher of the right kind ought to have at least fifty dollars per month, that we ought to offer some kind of an incentive to teachers to become experts in the common branches. I believe that along this line, rather than along the line of consolidation and transportation, we will find the true solution of the country school problem.

GUTHRIE.—The plan has not been tried. Sentiment is against it. I think four sub-districts might be consolidated. It would furnish a graded school. The disadvantage is the distance to be traveled, and people in this county think the expense would be increased. That is their great objection.

HAMILTON.—Transportation has been furnished in one district. The sentiment seems to be against the plan, though it would furnish better kept schools. The usual objections are bad roads, too great distance to be traveled, but in my opinion many hate to see the little old schoolhouse removed from their immediate vicinity. This is the real reason.

7. Eight miles.

HANCOCK.—Consolidation has been tried in the school townships of Garfield and Twin Lakes with satisfactory results. In two other districts it was decided to give up schools, but transportation could not be secured, and the schools were taught as usual. The sentiment seems to be decidedly in favor of closing smaller schools, but directors are afraid to do so for fear of offending school patrons.

Advantages of consolidation:

- a. Secures better classification of pupils.
- b. Insures better teachers.
- c. Better interest in school work on the part of teacher and pupil.
- d. Better buildings and apparatus.
- e. It is economical.

The disadvantages are imaginary rather than real, provided, however, that the distance is not too great and pupils have comfortable conveyance and careful guardians.

Some objections are:

- a. Bad roads.
- b. Difficulty of securing responsible drivers.
- c. Parents want the service of children after school hours.
7. Four miles.

HARDIN.—Transportation has been tried in six districts but there has been no consolidation of districts. Sentiment in favor of consolidation is growing and the people are ready for a little more radical legislation. In the six districts in this county where pupils have been transported to other schools the sentiment is unanimous for the system. The parents and children are strongly in favor of it. Five of the six schools were transported to graded schools and the results were so satisfactory that the one-room country schoolhouses in these districts have been permanently abandoned and permanent arrangements for tuition in the graded schools and transportation thereto have been made.

The advantages are better teachers, better schoolrooms, more apparatus, longer terms and better attendance. About the only objection is the probable increase in school expenses. The only way to remove this objection is by actually trying transportation.

7. About six miles.

7. About six miles.

HENRY.—Nothing done and sentiment in the county is wavering. The advantages are economy and better system. The objections are that too much time must be spent on the road, and by some that "Too many teachers will be thrown out."

HOWARD.—One township transported about a dozen children last winter, instead of paying tuition to another district, and it produced a good effect. The patrons are mostly in favor of the system. The sentiment in the county is conservative. The objections are that children are exposed in the cold too long and the older ones are absent at chore time. Better roads will remove many objections.

7. Not more than five miles.

HUMBOLDT.—During the past year transportation has been paid for out of the public funds in only one school district. The pupils from another have had their tuition paid by the school district in which they reside, but the district did not pay for their transportation. I think that consolidation will lessen the number of teachers, hence as a whole we can have better teachers. The objections are: part of the time the roads are very muddy; care of children on the road, and distance from home for small children. But back of this there is a spirit of conservatism, and in some instances prejudice against any general change in our system of public schools. I think that the membership of the school board should be smaller; that the directors should be elected from the school township at large, and that they should receive adequate compensation for their services, the same as other township and county officers do.

IDA.—Two districts in Ida Grove have been consolidated and the pupils transported with good results. Patrons are in favor of the system. The sentiment in the county is good.

7. Three to four miles.

IOWA.—The sentiment for and against the system, which has not been

tried in this county, is about evenly divided. The only disadvantage is in the difficulty of transportation.

7. Five miles.

JACKSON.—No recent experiments have been made. A good feeling exists which in time will culminate in consolidation. The advantages are economy higher average attendance and the rescue of several groups of children who seldom attend school. The only experiment was some years ago and was very successful. In some sections of rough country objections cannot be removed. Here transportation should not be more than three or four miles.

JASPER.—The sentiment is growing in favor of the plan. The question will come up in some townships next spring. So far transportation has been furnished only in a very few isolated cases where a pupil was too far from his own school. The advantages are graded work, larger classes and fewer of them in each school, better teachers, better wages, probably less expense, probably more regular attendance. The main objection urged is the bad condition of the roads at some seasons.

7. Three or four miles.

JEFFERSON.—So far as I can learn the majority of the people in this county look upon consolidation of schools and transportation of children as something impractical and a condition that exists only in theory. However, a few persons in several townships are warm advocates of consolidation and are agitating the subject with results that may tell in the future.

Advantages of consolidation: A larger school brings the teachers under the direct supervision of a superior teacher; the teachers come in contact with each other and discuss plans, methods, etc., arouse enthusiasm and each stimulates the efforts of the others. The school can be better classified with fewer classes in each room. The classes being fewer and classification better, enables the teacher to care for more pupils, to concentrate her forces and make better preparation for her work. More individual work can be done. After the first expense better returns may be had for the amount of money expended, better education secured to the country children without sending them away from home.

The principal objections are: Extra expense in building a new schoolhouse; increase in the value of land near the schoolhouse—land will decrease in value as the distance from the school increases; the school being larger, better clothes will be required for the children; distance; bad roads; children being away from home so long. Many claim that the expense of running the school and transportation will be greater than the expense under the present conditions. These objections may be met by showing the conditions where an actual test has been made; by an extensive distribution of literature on the subject; by private and public talks, showing the advantages of the system; by agitating the subject whenever an opportunity affords itself. Some legislation is needed on this subject.

7. With fair roads, about six miles.

JOHNSON —Johnson county seems to favor the township high school as preferable to consolidated schools. Township high schools are located in Jefferson, Sharon, and Penn townships. This spring Hardin, East Lucas, West Lucas, Lincoln, and Scott townships voted on the question of consolidation. In each township consolidation was beaten three to one.

JONES.—In several townships there is no little agitation, bringing forth a

great diversity of opinion. The sentiment in favor of a change is gaining ground. Township centralization is thought to be impractical, but almost all are in favor of some form of consolidation. Personally I am in favor of just as much consolidation as expedient, and if present plans prevail, expect to urge some changes during the next year.

КРОКУК.—Sentiment is growing in favor of consolidation. In this county, situated as the schools are, the advantages would be numerous. Better schools, longer terms, and more effective work would be secured. The question of distance, the cost and the effect on values of real estate are some of the objections heard.

7. Not to exceed three or four miles.

КОСУТН.—I know of but one district where any pupils have been transported to school and these were not taken outside the district. The almost impassable roads of last spring have materially decreased the number favoring consolidation.

Teachers are becoming more difficult to obtain and some schools had to be closed last spring, since no teachers could be secured. School boards made no effort to carry these children to other districts. People are very jealous regarding their schoolhouses, although they apparently have little interest in the school. Several new schoolhouses have been built this year and we are apparently farther from rural consolidation than ever.

The advantages to be secured are larger schools, better teachers, and more interest. Where the system has been tried people are satisfied. The objections are bad roads and distance required to travel. Better roads would remove some of these objections.

7. Five miles.

LEE.—In Denmark school township pupils have been transported with great success. Charles W. Flint, secretary of the Denmark school board, reports as follows:

"The patrons whose children have been carried are enthusiastic, the majority of them saying they would bring the scholars themselves rather than have them go back to the old schoolhouse.

"No objections in our territory except the cold weather and bad roads in winter. No remedy except better roads and better service for transportation.

"Pupils in ordinary townships could be carried to a common center from all over the township with absolute safety and a profit to the district. I should favor, however, a plan of the scholars walking part way, say as far as they would ordinarily walk in going to school in their own district, thus not making it necessary for the driver to go to each house."

Many directors favor the closing of small schools and transporting the pupils to a central school. The greatest opposition comes from certain taxpayers who fear that such a change will cause unnecessary expense in the erection of new and proper school buildings; that pupils may not be properly cared for by those transporting them; that consolidation is only an experiment, and that the old buildings would be almost a total loss, and that the condition of the roads will frequently prevent transportation of pupils.

In my opinion the advantages to be gained by consolidation of school districts are:

1. Better grading of pupils.
2. The adoption of a uniform set of text-books can be more easily secured in each county.
3. The state course of study would be general and more effective, consequently there would be better scholarship on the part of pupils throughout the county.
4. Pupils would be more regular in attendance and there would be fewer cases of tardiness.
5. Better roads.
6. Better teachers.
7. Better supervision on the part of the county superintendent.

There are no disadvantages in this plan, provided capable teachers are secured and careful drivers are hired.

LINN.—Sentiment in the county is growing in favor of closing small schools and conveying the pupils to better schools, but the system has not been tried here.

LOUISA.—No transportation in this county at the expense of the district. Some parts of the county are very much in favor of consolidation but a majority is probably against it. It seems to me that consolidation in certain localities would bring the pupils to school more regularly, put a premium on fitness for teaching, decrease the expense in many cases and give the pupils the advantage of graded work without the loss of the personality of the pupil.

7. From two and a half to three miles.

LUCAS.—The prevailing sentiment is against the system and is growing more favorable to it. The advantages are cheaper and better schools and the disadvantage is the difficulty of transportation. It is difficult to find any one to take the contract of conveying pupils to school. No one is prepared to do it and it does not pay any one to prepare for it. One board offered to transport some pupils to another district but could find no one to undertake the work as the amount voted by the board was \$20 a month. School officers are considering the question and a trial will be made in time.

7. Two and a half or three miles.

LYON.—A few small schools have been closed for a part of the year, but the pupils have transported themselves. The sentiment is favorable to the plan. The advantages are:

- a. An increase in numbers, causing greater interest and competition.
- b. Saving in general expense.
- c. It gives opportunity to remunerate the teachers above what they already have.

- d. Schools will be better equipped and interest centralized.
- e. Pupils will remain longer in school.

Disadvantages:

- a. Transportation.
- b. Bad roads.
- c. Distance to travel in cold weather.
- d. Drivers would be as expensive as teachers.
- e. Affects the value of real estate.

7. Three or four miles.

MADISON.—The sentiment seems to be against transporting, although

some favor it. People do not consider number in each district. There seems to be a feeling that "the other school" is the one to close. The principal objection is transportation, not the expense of transportation, but the fact that some children would have too far to go and have to be too long on the road, being compelled to start from home early and arrive home late. Some people think it is taking the school, a public institution, too far from the people. The advantages are in some cases only. It would not be an advantage to consolidate two or three schools to make one over-crowded. It is a question whether a graded school is an advantage. If two or three schools could be united and form a school of about twenty-five to thirty-five it would be better than a school of six or ten.

7. Five miles, about one hour's ride.

MAHASKA.—The question is being discussed in some localities and in some places they are much interested and would like to try the plan, but are afraid to begin, fearing they might be dissatisfied and could not change back. The objections are:

- a. Children too long away from home.
 - b. Obligated to start too early and stay too late.
 - c. In spring, roads too bad.
 - d. Drivers not trustworthy.
7. Four or five miles.

MARION.—Sentiment is growing in favor of consolidation in parts of this county. The problem of transportation must be satisfactorily solved by more direct and better roads before centralization of schools can be effected.

7. Three or four miles.

MARSHALL.—Pupils were transported two miles in one district in Taylor township with good effect and fair satisfaction. The plan was abandoned on account of the building of a new schoolhouse. People are generally favorable to the plan but want to see it tried by others. The objections made are the fatigue and exposure and personal inconvenience involved. Experience will solve these difficulties. In my opinion, consolidation offers the only solution of the rural school problem. It is the only way to secure efficient teachers and it awakens a school spirit in the larger school, better taught.

7. Five miles.

MILLS.—In four districts pupils have been transported with satisfactory results. No objections are heard except bad roads. We have this year transported thirty pupils in St. Mary township and about twenty in Platteville township, about twelve in Oak township, and eighteen in Center township. In the first two the patrons are not satisfied, as the gumbo roads in the spring are almost impassable and delays occur. While in both cases I have advised consolidation, a majority seem to want new school buildings. The bad roads seem the only objection, and I think it a real one in the springtime. In the other two districts the patrons are well satisfied. I believe that consolidation is being seriously thought of in a number of districts and I look for some decisive action next spring. The majority of people where small districts exist seem to be in favor of both transportation and consolidation. The old objection is advanced by a few that land will depreciate in value if the small schools are wiped out, but I am glad to say that these individuals are few. The only way to bring about consolidation

is through agitation in the small districts. This I have done and expect to continue.

7. Not over four miles.

MITCHELL.—In some parts of the county there is a growing sentiment in favor of closing the small schools and transporting the children. The advantages are: the grading helps; there is more life; better teachers; children can profitably be kept at home longer. On the contrary, a good district school near the home is of great value. The record of the past speaks strongly for the district school. The transportation problem is a vexing one. Bad roads, long drives, and severe weather are hard on small children. Farmers want the work of the boys and girls.

Transportation has been furnished to some extent in Liberty township, where the people are much inclined to center three of the districts in one. Sixteen children were transported in that township the past spring. One school was closed. Where the older children drive to Little Cedar for the high school it seems desirable to send the small ones with them by the same conveyance. Burr Oak township is talking strongly for a high school.

MONONA.—One school has been closed and transportation furnished in three districts. The plan was satisfactory to some of the patrons and not so to others. The objections have been mostly in regard to time going to and from school and that the driver has not performed his full duty. This can be partially removed by boards making careful contracts with drivers. The advantages are better attendance, more interest, and better teachers. The only disadvantages are in transportation where roads are poor and distance too great. Many are in favor of the plan and it is gaining in this county.

7. Three or four miles.

MONROE.—The plan has not been tried, has been little discussed and the sentiment is divided.

MONTGOMERY.—One school was closed during the spring term and the pupils attended in an adjoining district. The effect was the saving of the teacher's salary and probably a little better work done by the pupils on account of larger classes. The majority of the people are opposed, but a large minority are in favor of the plan.

MUSCATINE.—People seem to be against the plan. The real objection is a sentimental love for "our little red schoolhouse," and the people are opposed to its removal from the neighborhood. I am heartily in favor of the system of consolidation and transportation.

7. Three and a half or four miles.

O'BRIEN.—Pupils have been transported from one of the rural schools in the independent district of Paullina to the high school building during the year 1900 and 1901. At Paullina it is very satisfactory. They are talking of closing the other rural school but no action has yet been taken. It is much cheaper and no pupil has to travel more than three miles. They have a covered hack and a driver. There was considerable opposition to the closing of this school but it is satisfactory now. The objection made here is principally that parents seem to be afraid to have their children go any distance from home. At our parents' meeting some claimed that it made their land more valuable to have schools near. The only disadvantage I can see is in the transportation. The larger schools can have more pupils in a class, which means more interesting recitations, more incentive for pupils to study and

the schools will be better graded. The sentiment in the county at large seems to be against closing small schools. Primghar independent district has decided to close the rural school and transport children to the high school during the school year of 1901 and 1902. The board of directors of Caledonia township voted last fall to close three schools where the attendance was small and allow parents 10 cents per pupil per day for transportation. This plan was not satisfactory.

7. For younger pupils, not over four miles.

OSCEOLA.—The general sentiment is divided. Where schools are very small and pupils can and will be accommodated in adjoining districts, the idea of consolidation of districts and transportation of pupils is commendable. The principal objection centers around the question of transportation. The closing of all schools in any township in this county and the establishment of one central school therein would not meet with general approval. When satisfactory to the people concerned and when children will not suffer thereby, the closing of very small schools is advisable. During the past year three schools were closed because of the small number of pupils to be accommodated. This was unusually satisfactory and no transportation fees were paid or asked. Were these children so situated that it would be necessary to drive to the adjoining school, convenient conveyances would no doubt have been provided at the expense of the district in which school was closed.

7. Three or four miles should be the limit and then only under favorable conditions.

PAGE—1. In six, for one year at a time. Other schools have transported for a shorter period.

2. It has not been tried in a single corporation as a whole.

3. As a rule the sentiment is pronounced against closing the small schools.

4. The consolidation of districts in my opinion would solve the country school problem in a great measure, if it were practical. That system would give the country schools all the advantages now held by the town schools and none of their disadvantages. But I fear that in thickly settled townships it will not be practical to consolidate and centralize on the township plan, especially as long as our roads are not in better condition. And I am not sure that it would prove to be practical even if the road question were solved. It would take too many conveyances to convey all the pupils to and from school and hence the cost of transporting pupils would more than consume the savings from the employment of a less number of teachers. The people would have to be taxed more in order to meet that extra expense and in order that teachers thus employed might be paid a better salary. Then again I do not believe the township plan would be practical for the reason that even better means of conveyance, would not be speedy enough to get the pupils to and from school without consuming too much time on the way in transporting those living in remote parts of the district. Hence mothers will object to their little children spending so much time on the road. Fathers too will not want the older boys to spend so much chore time on the road going to school and returning home. In theory the plan is all right, but I fear it will not be practical.

5. Some like it while a greater number condemn it.

6. Takes too long for the children to go and return. Others do not like the idea of having the old district schoolhouse removed.

7. I believe about three schoolhouses, to every township six miles square, properly located would be much better than the township plan; especially in thickly settled townships.

8. In the cases referred to in answering the first question pupils have been paid to convey themselves and others to the next nearest school at a great saving to their districts and at the same time have had better advantages than they could have had in their own districts where so few would have attended had schools been conducted therein.

PALO ALTO.—Pupils have been transported in two districts where the children were an unreasonable distance from school. In these cases it was satisfactory as it was a great saving of expense. The sentiment of our people is so strongly against the consolidation plan that it would be unwise to attempt it. I believe in at least a hope of success before trying any such change. I believe, however, that the sentiment is growing. The roads in our county is the chief objection. Under present conditions I could not recommend the plan in this county, though I am convinced that it will make far better schools.

PLYMOUTH.—1. I can report no case in which children have been transported to school regularly in this county. In several instances this has been done temporarily, but has not been adopted as a fixed policy in any case.

2. No consolidation thus far in this county.

3. There is a strong and growing sentiment favorable to consolidation and transportation in this county. I have good reasons to believe that the plan will be put into operation in some districts during the coming year. In one township in which the matter was submitted to the electors the proposition was defeated by a very small margin out of a large total vote. In other instances the matter was deferred until it could be more thoroughly agitated and studied.

4. It would be an advantage to the county superintendent in the matter of supervision. It would be an advantage to the teacher in having pupils to be punctual and regular in attendance. It would be an advantage to parents in relieving them of the care incident to taking children to and from school during stormy weather or in some cases taking small children to school at all times especially when they reside at a distance from school. It would be an advantage to the pupils by enabling the teacher to do regular grade work and thus giving to the child as much work in one school year as is usually given in a country school in two or three years. It would be an advantage to the school officers and taxpayers in that they would get so much better service, and eventually the cost of schools would be lessened.

6. The objections advanced are: *First*, the distance a team must travel in gathering the children would be so great that those children who live farthest from school must be on the road an unreasonable length of time; *second*, many teachers would be thrown out of employment.

7. Under ordinary conditions children might be transported six or eight miles and not suffer any inconvenience.

POCAHONTAS.—Although no trial of the system has been made in this county, the sentiment grows more favorable. Everything is in favor of

consolidation and transportation except the bad roads. Better roads would make the plan more feasible.

7. From two to four miles.

POLK.—Advantages of consolidation of districts and transportation of pupils are better teachers, extension of class time and many other things. It has not been tried in this county.

POTTAWATTAMIE.—Transportation has been furnished in eight different places in this county. The consolidation proposition carried in only one township. It was defeated in three townships. There is a growing sentiment in favor of it. The sentiment in general is favorable to the closing of weak schools and transporting children. Where the system has been tried the patrons are delighted with it, because it is cheaper and more satisfactory. The most convincing illustration of the transportation system in this county is in the independent district of Council Bluffs. Woodbury school, in a suburb a little over two miles out, has been running for fifteen or twenty years. The board was compelled to provide a teacher and janitor and a school building. The special teachers and the superintendent were compelled to spend considerable time going to and from the school. Last year the board decided to close it. The teacher was given a place in the city where a new teacher was needed. The expense of the janitor and of heating the room were dispensed with, and the net saving above the cost of transportation was \$50 a month. The patrons can see and estimate the merits of the system here. The plan is working well and there is no thought of opening Woodbury school.

The advantages of consolidation include all the advantages of a graded school over an ungraded school. The greatest difficulty is in transportation, and this is more imaginary than real. There are no well founded objections. Some antediluvians have daughters who have prepared themselves to "keep school," and their chances to get schools will be lessened by consolidation. They think the plan is visionary. They would be using tallow candles for illuminating purposes.

7. Five miles where the roads are good. In some places not more than two.

POWESHIEK.—Sentiment in the county is generally opposed to the plan. The disadvantages are bad roads and carrying of a number of children in one closed conveyance. The advantages are better teachers and better equipment; the companionship and stimulus due to numbers. One subdistrict joined an independent district. There has been a lack of sympathy because of financial interest, so there has not been a satisfactory trial of consolidation.

RINGGOLD.—Sentiment is adverse to the plan, and nothing has been done.

SAC.—Consolidation of schools has not been given a test in this county, although it is being agitated in several townships. During the past year several small schools were closed temporarily, and pupils sent to adjoining districts, but in only one case were the children transported. Last November the patrons in subdistrict No. 7, Richland township, made application to have the school in that district closed and children transported to Odebolt. The board granted the request, and allowed the district \$30 per month with which to transport and pay tuition for the nine pupils in that district. The distance traversed is less than three miles. The plan is very satisfactory, and is causing an

unrest in other districts, which will result in closing all schools adjunct to towns.

Our people are divided upon the question of centralization of schools, many maintaining that centralization means higher taxes, too long hours for the children, and great exposure during the winter months; all agree that the township system will permit better grading of the schools and classification of pupils, and closer supervision of the work. The writer is familiar with, and favors the township system for many reasons which this brief report will not permit him to discuss; however he believes the transportation problem a difficult one to solve in this climate. The distance pupils may be transported in safety depends upon local conditions. Transportation that harmonizes with good roads, green fields laden with the choicest wild flowers of spring, must harmonize with mud, deep snow, blizzards, and a thermometer registering 20° below zero.

When the transportation problem is properly and economically solved, I believe there will be no obvious reason why the township system will not afford the children better classification, better instruction, better discipline and training, better attendance, better supervision, and greater enthusiasm—all this in a modern school building properly heated and ventilated, supplied with charts, maps, apparatus, and a good library.

SCOTT.—One school closed for two years in Allen's Grove township. The school was opened this spring and the average attendance was six. The school board is considering the question of closing it again and transporting the children this time. The sentiment seems to be against it, as the people regard transportation as impracticable. Blue Grass township has closed No. 6 school for next year, and has made arrangements to pay the parents for transporting children to another school.

Advantages:

- a. Much better work in school.
- b. More life, energy and enthusiasm on part of both teacher and pupils.

The disadvantages are bad roads and length of haul.

SHELBY.—People are divided in their opinions on closing small schools and transporting the pupils, and no experiment has been made.

SIoux.—Pupils have been transported in two districts, and the parents like it. The plan furnishes better teachers, more regular school sessions, and allows pupils to be at home with their parents, brothers, and sisters longer than they otherwise could. People will be moved more and more in this county to try consolidation. Rich farm lands, prosperity, and a young, inexperienced teaching force will hasten the elimination of small, weak districts. Men of easy means are complaining of the meager school advantages, and since consolidation means a step toward graded schools, then these men who can and who are willing to pay for better school advantages will become real soldiers in the march of educational progress. Our people are conservative, very much so, not easily moved, but when once they do begin to move, no obstacle will hinder or retard the final consummation, so devoutly to be wished. I regard the teacher problem the greatest working factor towards the dawn of that new day. Young, inexperienced teachers are not satisfactory where the people are anxious for educational growth and much of it.

7. In most parts of Sioux county, five, six, or seven miles.

STORY.—Transportation has not been furnished in this county but consolidation is being agitated in Washington township. The sentiment in the county is good.

Advantages:

- a. Better grading.
- b. More time for classes.
- c. Better environment.
- d. Keep the boys on the farm but give them first-class schooling.
- e. Cuts down the demand for teachers and enables the authorities to offer a more efficient supply.
- f. More economical in many instances.

Disadvantages:

- a. Distance in transportation.
- b. Fear to trust the little ones in anybody's care so long.
- c. A prejudice among many parents to change of any kind.
- d. A failure to appreciate or comprehend the benefits of the system.

The principal objection is found in the problem of transportation. Information showing the practicability of the plan where tried should be furnished. Meetings addressed by those who know by experience that the plan can be well carried out would convert many to a belief in transportation. In fact, if we can convince the patrons that it is possible to transport children to advantage the rest is easy.

7. Six to seven miles.

TAMA.—The general sentiment is perhaps against closing smaller schools and transporting pupils to others, but there are a few who favor trying it, and it is no doubt growing in favor. The advantages are: Better grading, better teachers, more thorough work. The disadvantages in our county are bad roads, especially in spring. Part of the county is very hilly.

7. Pupils may be carried from three to six miles, owing to the lay of the country and general condition of the roads.

TAYLOR.—Sentiment is generally in favor of closing small schools and transporting pupils to others. It will make better schools and increase attendance. In many townships it will increase the expense. The additional cost is the only objection.

UNION.—Sentiment in the county is favorable to the plan. The advantages are that we would have better schools. The disadvantages are bad roads and the danger of contagion, should a contagious disease break out in a township. It would affect all the pupils. Parents say that they want their children's time both morning and evening. Mothers do not like to trust their small children to the care of the hack-man.

7. Two schools in a township, four and one-half miles.

VAN BUREN.—In one district where the school was closed parents provided their own transportation to another school with satisfactory results. The patrons like it. This year three schools will be closed and pupils sent to Keosauqua. The sentiment in the county is divided. The principal objection is the bad condition of the roads a part of the year.

7. Five miles.

WAPELLO.—The question has been pretty well discussed. It is looked upon with favor if the public highways will permit of such transportation.

People to some extent feel that the consolidation of schools removes the principle of democracy one step from them. People seem to think the cost would be more. But by some definite plan these objections would be decreased to a minimum if not entirely eliminated. I find people are willing to pay the maximum cost of education if they are sure they get results in proportion.

I regard the consolidation of schools and transportation as a step in the right direction. If the public roads were passable at all times, there would be little consistent opposition to change of system. I believe in a slow action in this direction—combine two districts where the cost is excessive—make contracts with parents or some one else to transport children. The consolidation system would result in better schools, more thorough work, better and more efficient teachers; would place teaching on the plane of a profession. It would, in my opinion, dispose of the present county office of county superintendent, as it exists. That officer could give more time to supervision and his work would result in much more good.

Dahlgren independent has abandoned its school, but maintains its organization. The children are sent to the schools of Eldon. The results are satisfactory, educationally, financially, and in every way.

7. The distance would depend upon the nature of the country. Any distance not to exceed four miles would be safe, as I look at the matter.

WARREN.—So far as I have been able to ascertain the general sentiment in Warren county has been, and is at present, opposed to the closing of small schools and the transportation of pupils.

Some of the advantages of the consolidation of districts and the transportation of pupils are:

1. A more systematic supervision and a better classification.
2. An opportunity for country pupils to do high school work and work in special lines which is not afforded in the rural school.
3. After the expense incident to the change from the rural to the consolidated district has been provided for, the system of consolidation will be more economical than our present system.
4. It would lead to the employment of better teachers at more remunerative wages.

Some of the objections to the consolidation of districts and the transportation of pupils which have been urged by persons living in rural districts are:

1. Small children cannot be safely transported.
2. It will strike a blow at our common school.
3. It will cause all property located farthest from the school to depreciate in value.
4. It will be demoralizing to the morals of our children to have so many congregate in one place. They cannot be properly disciplined.

Many other objections are offered, some of which are purely imaginary. I believe that these objections may be overcome by education. Intelligent agitation of the question will finally overcome the objections sufficiently until the people may be willing to give the system a fair trial. I have held several meetings in the interest of consolidation but find that in almost every district a large majority is opposed to consolidation and transportation. One school in Lincoln district, Otter township, has been closed for a part of the time

this year, arrangements having been made for the seven pupils who would have attended to attend in adjoining districts without transportation.

7. The distance which pupils may be safely transported will depend entirely on local conditions. If the roads are reasonably level and well graded, pupils may be transferred four or five miles as easily as they could be taken three to three and one-half miles over roads which are extremely hilly.

WASHINGTON.—Sentiment in this county is rather favorable but not enough to warrant a trial unless circumstances would compel it. The system would result in better schools. The chief disadvantage is the distance to be traveled by the small children.

7. An hour's ride, or five or six miles.

WAYNE.—The majority of the people are against it, but the question of consolidation is being discussed, and the sentiment is growing in favor of it. The main advantage will be better teachers. Other advantages will be larger classes, more enthusiasm, better equipment in the way of apparatus and libraries. The principal disadvantage will be bad roads at certain seasons of the year. The principal objection is the transportation of children from remote parts of the township. The pupils of one subdistrict were transported this spring to an adjoining subdistrict. The result is not known.

WEBSTER.—In several instances schools in subdistricts have been temporarily abandoned when attendance was light and pupils could reach another school without traveling much farther than to their own. These schools have been resumed when attendance seemed to justify it.

There is a growing sentiment in favor of better schools, and many are beginning to see that consolidation affords the only way for greater improvement. I think the majority are adverse at present. It is easier to stay in a rut than to get out of it. It means better schools. This covers the whole of it. Fewer schools, better selection of teachers, better wages, larger schools, better classification, better interest.

Disadvantages seem mostly to be outgrowths of the transportation question—distance to be transported, poor roads, difficulty of securing suitable rigs.

Personally I am very much in favor of consolidation. I believe it will be of great benefit to our rural schools, which are not doing twentieth century work. I have done a great deal of talking on this subject, but without apparent success thus far. I think the scarcity of teachers with which we are now threatened will do more than argument to further the plan.

7. With such roads as we have here, I think four or five miles would be as far as pupils can be transported. I think that by retaining the schools at the four corners of the usual township and having a graded school at the center, the distance would not be too great to transport within the central district. As conditions improved, the outlying schools might be abandoned.

WINNEBAGO.—In the independent township of Buffalo, the schools in six rural districts have been closed and the pupils transported to Buffalo Center.

In the Forest City independent district, one school has been closed and the pupils transported to Forest City.

Last year, Grant township closed one small school and transferred the pupils to adjoining districts. The reason given for so doing were that it

would be economy and that the work in a larger school is usually carried on with more energy and enthusiasm.

In the Forest City independent district, the plan of conveying pupils meets with unanimous approval, and in Buffalo township it is gradually becoming more popular. The sentiment in favor of consolidation and the central school plan is growing stronger, and the people in several other localities of the county are considering the establishment of graded schools. The patrons are realizing that the average rural school with a light or irregular attendance does not afford the skilled instruction nor the social culture that the pupils of the graded school enjoy. Even those opposed to the plan concede the superiority of the graded school. It is admitted that the teachers are as a rule more capable, the equipment better, the teaching more systematic, and the general environment more conducive to effective work and a healthy growth, mentally and socially.

It has been held forth that the classification of the average graded school is so close that pupils from the country who attend during the winter months only do not find classes suited to their needs; in other words, they are handicapped by the rigidity of the classification and soon become discouraged and leave school. This may be true where the large majority of the pupils enrolled come from a town in which the school may be located. In such cases, the proportion of country pupils that attend during part of the year only is small compared with the entire enrollment and special classes for these cannot be furnished. A central school enrolling only pupils from rural districts and small villages will meet with more general approval. Some patrons are reluctant about sending their children to a school located in a town.

The distance traveled ought not exceed five and one half miles and in no instance, more than six miles. By this is not meant the distance from a child's home to the schoolhouse but the actual distance traveled by the hack on its winding route to or from the school. To drive six miles or more, every morning and evening, in all kinds of weather for nine consecutive months is more than most full grown people would undertake.

A district composed of about twenty sections of land is a district more desirable in size than one consisting of an entire township. It lessens the distance to be traveled, proportionately fewer pupils need conveyance, and in case of large increase in the school population, the cost of transportation can be kept within a reasonable sum. In sparsely populated communities, consolidation is economy; in districts having a large number of pupils to convey, it may mean increased taxation.

Five years ago, one rural school was closed in Buffalo township and the pupils conveyed to the Buffalo Center graded school. Soon other schools followed and to-day pupils are conveyed from six different districts. In the main, the plan gives satisfaction. The attendance from the rural districts has been more regular and more punctual than under the old system. Fewer coughs and colds occur among the pupils thus conveyed than among the pupils from the town or immediate neighborhood that are required to walk to school. The average cost of tuition per pupil has been lessened.

There are, in this country, vast numbers of young people of limited means who are hankering for an opportunity to attend higher schools. The hopes of the large majority of these will never be realized. A few will drive

long distances, or sojourn among strangers in a neighboring town, paying or working for their board, and expending considerable money for tuition in order to have the opportunity of attending a higher school for several terms. Many of these soon discourage, a few persevere and complete a high school course. Contrast this state of affairs with the conditions as found in Buffalo township. During the past three years, a number of young men and women, residing several miles from Buffalo Center have graduated from this school. These young people have been allowed to stay in the dearold home and at the same time have enjoyed the privilege of attending a high school. To-day, they are holding responsible positions. Regarding the success of the Central school system, its advantages over the old plan, the benefits that the farming communities may derive therefrom, and its real value to the American public, this band of young men and women will testify by *word and deed*.

WINNESHIEK.—School boards seem very much divided in opinion as to the ultimate benefits as compared with the present system, cost being used as a basis for determining ultimate benefits. People think the plan is good were it not for establishing a precedent which would encourage others who would not be so favorably situated or who may wish their children to enjoy the same privileges, to demand the same advantages. The question of providing a sufficient number of competent teachers is now becoming a paramount issue in this county; so consolidation—lessening the number of schools and working each teacher nearly to her maximum efficiency—might furnish an escape from the necessity of licensing poorly qualified teachers to run the numerous small schools.

The objection is made that proper persons to drive, and proper conveyances to carry pupils, would not be secured; that children would have to rise and start from home too early and be brought home too late in cold weather; and that the increased number of pupils would give individuals less opportunity to ask and receive attention and assistance from teachers. To meet these objections it is easily seen that the first is a fallacy—good men and good conveyances have been provided where this system is in use. The second cannot be refuted. The third objection is only a comparative one. The question arises, "Will the increased attendance lessen individual instruction to a greater extent than it increases the enthusiasm and interest, and evokes class discussion?" If its disadvantage be greater than these advantages, then the third objection has weight. If the advantages outweigh, then the plan is preferable. I think the advantages more than counterbalance the objections.

In Calmar township there were three or four families inconveniently located from the school in District No. 1. These parties, with others, had tried at the annual meetings for several years to have the board consent to create a new subdistrict or build a schoolhouse in the southeast corner of District No. 1. At my suggestion the board provided for paying the families \$1.25 a day for hauling the children from three or four families thus inconveniently situated. The proposition of the board was accepted and some member from each family was to haul the children week about. This plan was carried out last winter (1900-1901). Some of the parties to the agreement last year say they won't do the same way this coming year, so the question of what shall be done this coming year is pending.

7. About four or five miles at most.

WORTH.—The plan has never been tried in this county and sentiment is against closing small schools.

7. Four miles.

WRIGHT.—People are divided on the question. The schools in the corners of the townships seem to be the great drawback to our efforts. Township and county lines must be removed from the question before transportation and consolidation become a fact. We have been using the old system for a hundred years. It has served its purpose. Consolidation seems the only way. We are transporting pupils in one subdistrict in this county.

SUMMARY OF CONSOLIDATION AND TRANSPORTATION IN IOWA.

The following table gives the briefest possible summary of the situation in Iowa with respect to the consolidation of school districts, closing of small schools and the transportation of pupils to a central school. It shows a lively discussion of the subject all over the state, and that many experiments have been and are being made, with the prospect that in many other places the system will be put on trial:

Consolidation has been tried in twenty-eight counties, transportation in thirty five, and both in nineteen. Consolidation has been adopted by sixty-three districts, and eighty districts have transported pupils at the expense of the district. In nine counties districts have been consolidated without providing transportation at the expense of the districts. In sixteen counties pupils have been transported where there was no consolidation.

The replies to the question as to what the sentiment in the counties is toward consolidation and transportation may be classified as follows: Favorable twenty-five, opposed twenty-six, divided twelve, partly favorable four, unsettled five, growing in favor twenty-three. Where the system has been tried and the results reported, it produced good effects in twenty-seven counties, while in five it was doubtful. The patrons in twenty counties are reported to be well satisfied, while in eight counties there was some dissatisfaction, owing generally to bad roads.

These statistics do not include any estimates, or doubtful reports, such as "several" schools consolidated, or cases of transporting pupils; all reports not distinctly favorable to the system have been classified as doubtful, divided, or opposed to it.

SUMMARY OF CONSOLIDATION OF SCHOOL DISTRICTS.

COUNTIES.	How many districts have consolidated?	In how many districts have children been transported?	With what result?	Where tried what do patrons think of it?	What is the sentiment in the county on consolidation and transportation?	What are the chief objections?	What is the prospect of consolidation and transportation in the county?	How many miles be transported?
Adair	None	None	.....	.....	Partly favorable.	Bad roads; careless drivers; exposure.	Not good.	\$ to 7
Adams	None	None	.....	.....	Divided.	Children too far from home.	.....	\$ to 7
Allamakee	None	None	.....	.....	Majority opposed	Expense; sacrificing buildings; difficult transportation	Poor	1 to 5
Appanoose	None	None	.....	.....	Some favor	Bad roads; children away too long	.....	\$ to 6
Audubon	None	None	.....	.....	Partly favorable.	Bad roads; time consumed	Poor	\$ to 6
Benton	None	None	.....	.....	Not adverse	Bad roads; expense; evil influences	.....	\$ to 6
Black Hawk	13.	4	Better schools	.....	.....	Long distance.	Good	\$ to 6
Boone	None	None	.....	Universal satisfaction	Favorable.	.....	.....	.....
Bremet	None	None	.....	.....	Favorable	Expense.	.....	.....
Buchanan	5	2	Satisfactory	Generally satisfied	Favorable	Largely imaginary	.....	\$ to 5
Buena Vista	None	None	.....	.....	Majority against.	Loss of schoolhouse; bad roads	Poor	3 to 4
Butler	2	2	Satisfactory; better schools	Great majority approve	Growing favorable	Too long on road.	Good	6
Calhoun	*4	None	Satisfactory	.....	Increasing in favor	Bad roads; depreciate farm values.	Fair	\$ to 6
Carroll	None	None	.....	.....	Opposed to it.	.....	.....	.....
Cass	None	None	.....	Satisfied	Favorable.	.....	.....	.....
Cedar	2	None	Satisfactory	Dissatisfied with driver.	Majority against.	Difficulty of transportation.	.....	6
Cerro Gordo	None	3	Unsatisfactory	.....	Growing in favor	Bad roads; long distance	Good	5
Cherokee	1	1	.....	.....	Unsettled	Too far to go; bad roads; objectionable drivers	.....	4 or 5
Chickasaw	None	None	.....	.....	Unfavorable	Expense.	.....	.....
Clarke	None	None	.....	.....	Divided	Difficulty of transportation	.....	6
Clay	None	None	.....	.....	Strongly opposed.	Bad roads; drivers not trusted	.....	3 to 4
Clayton	None	None	.....	.....	Majority adverse	Bad roads; too rough.	Good	2 1/2
Clinton	None	None	.....	.....	Partly favorable	Bad roads; evil influences	.....	2
Crawford	None	None	.....	.....	Favorable	Rough roads; time consumed	Good	3 to 4
Dallas	None	1	Successful	Approve	Growing in favor	.....	.....	.....
Davis	None	None	.....	.....	Favorable	Expense	.....	3 to 5
Decatur	None	None	.....	.....	Weak.	.....	.....	5 to 6
Delaware	None	None	.....	.....	About evenly divided	Trouble about meeting wagon,	Fair	4
Des Moines	1	1	Doubtful	Not very enthusiastic	.....	.....	.....	.....

	2	1	Very favorable.	Well satisfied	Favorable	Bad roads; pupils too long from home.	Excellent...
Dickinson	None.	None.	Good.	Do not seem satisfied.	Undeveloped.	Bad roads; too long from home.	6 to 7
Dubuque	None.	None.	Good.	Think it better.	Rural opposition.	Bad roads; too long from home.	4
Emmet	None.	None.	Satisfactory.	Think it better.	Growing in favor.	Children too far from home; school removed from people.	
Fayette	None.	None.	Satisfactory.	Think it better.	Growing in favor.	Bad roads; incompetent drivers.	5
Floyd	None.	None.	Satisfactory.	Think it better.	Favorable.	Too far to transport.	
Franklin	None.	None.	Satisfactory.	Think it better.	Favorable.	Bad roads; expense; too long absent.	Good.
Greene	None.	None.	Satisfactory.	Think it better.	Favorable.	Bad roads; removes school too far from home.	Good.
Gundy	None.	None.	Satisfactory.	Think it better.	Favorable.	Expense; too far to travel.	
Guthrie	None.	None.	Satisfactory.	Think it better.	Against.	Bad roads; want to keep schoolhouse.	8
Hamilton	None.	None.	Satisfactory.	Think it better.	Favorable.	Bad roads; drivers; children can't do chores.	4
Hancock	None.	None.	Satisfactory.	Think it better.	Favorable.	Expense.	6
Hardin	None.	None.	Satisfactory.	Think it better.	Growing in favor.	Expense.	Good.
Harrison	None.	None.	Satisfactory.	Think it better.	Growing in favor.	Expense.	Good.
Henry	None.	None.	Satisfactory.	Think it better.	Growing in favor.	Expense.	Good.
Howard	None.	None.	Satisfactory.	Think it better.	Growing in favor.	Expense.	Good.
Humboldt	None.	None.	Satisfactory.	Think it better.	Growing in favor.	Expense.	Good.
Iowa	None.	None.	Satisfactory.	Think it better.	Growing in favor.	Expense.	Good.
Jackson	None.	None.	Satisfactory.	Think it better.	Growing in favor.	Expense.	Good.
Jasper	None.	None.	Satisfactory.	Think it better.	Growing in favor.	Expense.	Good.
Jefferson	None.	None.	Satisfactory.	Think it better.	Growing in favor.	Expense.	Good.
Johnson	None.	None.	Satisfactory.	Think it better.	Growing in favor.	Expense.	Good.
Jones	None.	None.	Satisfactory.	Think it better.	Growing in favor.	Expense.	Good.
Keokuk	None.	None.	Satisfactory.	Think it better.	Growing in favor.	Expense.	Good.
Kossuth	None.	None.	Satisfactory.	Think it better.	Growing in favor.	Expense.	Good.
Lee	None.	None.	Satisfactory.	Think it better.	Growing in favor.	Expense.	Good.
Linn	None.	None.	Satisfactory.	Think it better.	Growing in favor.	Expense.	Good.
Louisa	None.	None.	Satisfactory.	Think it better.	Growing in favor.	Expense.	Good.
Lucas	None.	None.	Satisfactory.	Think it better.	Growing in favor.	Expense.	Good.
Lyon	None.	None.	Satisfactory.	Think it better.	Growing in favor.	Expense.	Good.
Madison	None.	None.	Satisfactory.	Think it better.	Growing in favor.	Expense.	Good.
Mahaska	None.	None.	Satisfactory.	Think it better.	Growing in favor.	Expense.	Good.
Marion	None.	None.	Satisfactory.	Think it better.	Growing in favor.	Expense.	Good.
Marshall	None.	None.	Satisfactory.	Think it better.	Growing in favor.	Expense.	Good.
Mills	None.	None.	Satisfactory.	Think it better.	Growing in favor.	Expense.	Good.
Mitchell	None.	None.	Satisfactory.	Think it better.	Growing in favor.	Expense.	Good.
Monona	None.	None.	Satisfactory.	Think it better.	Growing in favor.	Expense.	Good.
Monroe	None.	None.	Satisfactory.	Think it better.	Growing in favor.	Expense.	Good.
Montgomery	None.	None.	Satisfactory.	Think it better.	Growing in favor.	Expense.	Good.
Muscatine	None.	None.	Satisfactory.	Think it better.	Growing in favor.	Expense.	Good.

SUMMARY—CONTINUED.

COUNTIES.	How many districts have consolidated?	In how many districts have children been transported?	With what result?	Where tried what do patrons think of it?	What is the sentiment in the county on consolidation and transportation?	What are the chief objections?	What is the prospect of consolidation and transportation in the county?	How many miles be transported?
O'Brien.....	4.....	3.....	Very satisfactory.	.....	Against.....	Transportation—distance—land values.....	.....	4
Oceola.....	3.....	6 ^a	Better schools at less expense.....	Divided.....	Divided.....	Transportation.....	.....	3 to 4
Page.....	0.....	.....	Satisfactory.....	.....	Majority against.....	Too long on road—lose schoolhouse.	.....	.....
Palo Alto.....	None.....	2.....	.....	.....	Strongly against.....	Bad roads.	.....	6 to 8
Plymouth.....	None.....	None.....	.....	.....	Growing strongly favorable.....	Distance to travel; teachers thrown out.	Good.....	2 to 4
Pocahontas.....	None.....	None.....	.....	.....	Growing favorable.....	Bad roads.....	.....	.....
Polk.....	None.....	None.....	Satisfactory.....	Delighted.....	Generally favorable.....	Difficulty of transportation.....	Good.....	2 to 5
Pottawattamie.....	1.....	8.....	.....	.....	Opposed.....	Bad roads; many children in closed conveyance.	.....	.....
Poweshiek.....	1.....	None.....	.....	.....	Adverse.....	Expense; exposure; long hours.....	Good.....	.....
Ringgold.....	None.....	None.....	Satisfactory.....	Favorably.....	Divided.....	Bad roads; length of haul.	.....	.....
Sac.....	.....	1.....	.....	.....	Against.....	.....	.....	.....
Scott.....	1.....	None.....	.....	.....	Divided.....	.....	.....	.....
Shelby.....	None.....	None.....	.....	Like it.....	Favorable.....	Distance; too long from home; prejudice.	Good.....	5 to 7
Sioux.....	None.....	2.....	.....	.....	Favorable.....	Bad roads.....	.....	6 to 7
Story.....	None.....	None.....	.....	.....	Majority against.....	Expense.....	.....	3 to 6
Tama.....	None.....	None.....	.....	.....	Growing.....	Bad roads; danger of contagion.....	.....	.....
Taylor.....	None.....	None.....	.....	.....	Good.....	Bad roads.....	.....	4½
Union.....	None.....	None.....	Satisfactory.....	Like it.....	Divided.....	.....	.....	5
Van Buren.....	None.....	1.....	Satisfactory in every way.....	.....	.....	.....	.....	.....
Wapello.....	1.....	None.....	.....	Pleased.....	Generally favorable.....	Bad roads; takes school away from people.	.....	4
Warren.....	None.....	None.....	.....	.....	Opposed.....	Affect land values; injure morals; small children can't travel.	Not good.....	3 to 5
Washington.....	None.....	None.....	.....	.....	.....	Distance to be traveled.....	.....	5 to 6
Wayne.....	None.....	1.....	.....	.....	Rather favorable.....	Bad roads.	.....	.....
Webster.....	None.....	None.....	.....	.....	Growing.....	Bad roads; distance.....	.....	.....
Winnebago.....	8.....	8.....	Highly satisfactory.....	Approve.....	Majority opposed.....	Hesitate sending children to town.	.....	5 to 6
Winneshek.....	None.....	1.....	Doubtful.....	Divided.....	Growing stronger.....	Improper drivers and vehicles; too long on road; attention less individual.....	.....	4 to 5
Woodbury.....	None.....	None.....	.....	.....	Against.....	.....	.....	.....
Worth.....	None.....	None.....	.....	.....	Divided.....	.....	.....	4
Wright.....	None.....	1.....	.....	.....	.....	.....	.....	.....

^aSeveral. ^{aa}Several closed temporarily.

BUFFALO CENTER SCHOOL PLAN.

EXPLANATORY CIRCULAR.

ISSUED BY THE DEPARTMENT OF PUBLIC INSTRUCTION, 1901.

The many inquiries from boards of directors and citizens for information concerning the consolidation of school districts and the transportation of children have led us to prepare this circular. It aims to give in a plain and concise way such data as the superintendent of public instruction has been able to gather from having visited personally Buffalo Center, in Winnebago county, where at the present time the centralized school plan is conducted on the largest scale in Iowa.

We have not set forth the arguments in favor of the consolidation of districts and the transportation of children. This has been done to some extent in other circulars, which can be had by writing to the superintendent of public instruction.

The Buffalo Center plan gives the child of the farmer the same opportunity to obtain an education as the child of the banker and the merchant. We consider this a sufficient reason to warrant us in urging a most careful study of it and its adoption wherever practicable.

By "consolidation" in a practicable sensible way, is meant fewer schools in a township, the closing of small schools, and the transportation of children to others.

Where it is impracticable to unite the township into a single district, we recommend:

First—That small, weak contiguous independent or rural independent districts be united, as provided in section 2799 of the Code.

Second—That boards in school townships convey those children to school who live at an unreasonable distance from an established school, instead of renting a room and employing a teacher, or building and maintaining a separate school. This may be done whenever there will be a saving of expense, and children will secure increased educational advantages. (See section 2774.)

E. C. LILLIE,
County Superintendent, Independence.
R. V. VENEMAN,
County Superintendent, Boone.
O. J. McMANUS,
County Superintendent, Council Bluffs.
RICHARD C. BARRETT,
Superintendent Public Instruction.

NOTE.—Superintendents Lillie, Veneman, and McManus were chosen by the county superintendents' section in 1900 to co-operate with the superintendent of public instruction in securing the consolidation of school districts.

STATEMENT OF FACT.

Prior to October 1, 1897, the laws of Iowa provided that whenever the board of directors of any existing district township should deem the same advisable, and also whenever requested to do so by a petition signed by one-third of the voters of the district township, it should submit to the voters of the township at a regular or special election the question of consolidation. If a majority of the votes cast were in favor of a consolidated organization, the district township, composed of subdistricts, became an independent district.

Acting under this statute the people of Buffalo Center township, in Winnebago county, in 1895 formed an independent district, embracing the entire civil township, six miles square, and voted bonds running for a period of ten years for the purpose of erecting an eight-room building.

The board, which consists of five members, is chosen on the second Monday in March by the qualified electors, and is governed by the same provisions of law which apply to independent districts.

At the time the township became independent it was not proposed to close the rural schools and transport the children. This was an after consideration, and arose from the demand upon the part of the people of the rural districts for better school facilities. On August 23, 1897, the residents of what was formerly known as Subdistrict No. 3, requested the board to furnish transportation for their children to a central school. The request was granted, and the outlying school closed. On August 30th, of the same year, the board arranged for the transportation of children in Districts No. 2 and No. 4. On August 17, 1898, the board, upon petition, arranged for the transportation of children from another ward. In April, 1899, the board, having noted the success with which their efforts had been attended, ordered all of the rural schools in the district closed, except those in the extreme northeastern and southeastern parts of the township.

By reference to the accompanying plat it will be observed that the central school is located only one mile from the western boundary line of the district, thus making it extremely difficult on account of the distance to transport the children from these two remote portions of the township. The two rural schools maintained by the board are considered superior in many ways to the ordinary school, since they are under the supervision of the principal of the central school, and are maintained for the same length of time each year as the central school.

Contracts for the year 1900-1901 provide for the transportation of ninety-eight children. Six routes are laid out and one team is provided for each. For convenience the routes are numbered 1, 2, 3, 4, 5 and 6, beginning with the one running north from the central school. (See plat.)

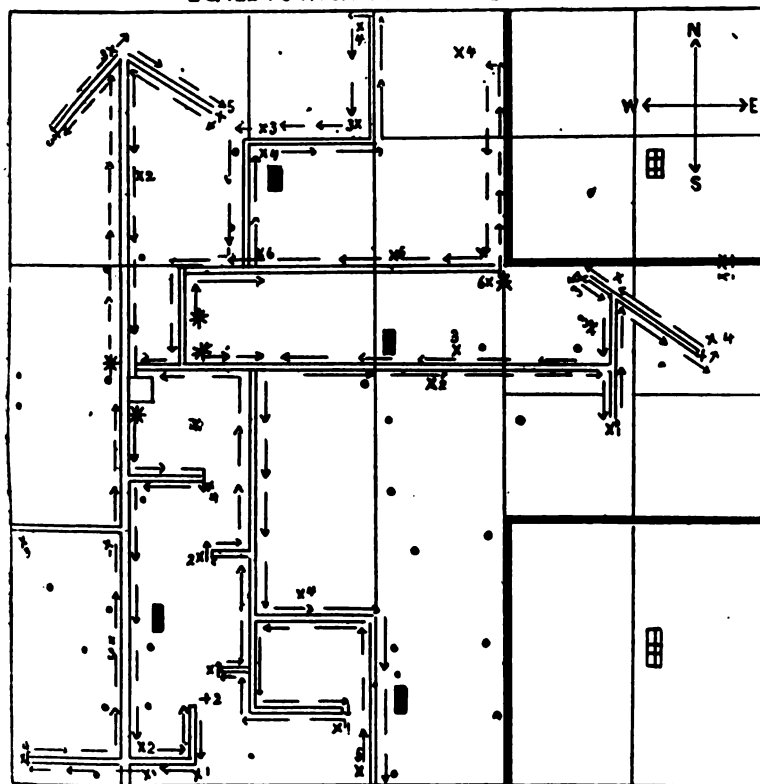
The greatest distance the children most remote from the central school on the different routes are conveyed is as follows: Route 1, three and one-fourth miles; Route 2, four and one-half miles; Route 3, five and one-half miles; Route 4, five and three-fourths miles; Route 5, five and one-half miles; Route 6, six and one-fourth miles. The average distance the children are conveyed on the longest route is about four miles.

What can be said of the roads? Comparatively speaking, Winnebago is one of the newer counties, and roads have not been so thoroughly graded

and drained as in old-settled sections; consequently, the roads are not so good as in many parts of the state.

What length of time is required to convey children to and from the central school? The time required depends upon the condition of the roads. When very muddy, as was the case when the writer visited the district in 1900, the drivers began collecting the children from 7:15 A. M. to 8:15 A. M., according to the length of the route, and returned them to their homes from 4:45 P. M., to 5:45 P. M.

SCALE $\frac{2}{3}$ INCH TO THE MILE



□ : CENTRAL SCHOOL

▣ : ABANDONED SCHOOL

▤ : SCHOOL HOUSES IN USE

x = FARM HOUSES WITH CHILDREN

• = " " " NO " "

→ = DIRECTION OF ROUTES

* = STARTING " "

(By "starting of routes" is meant where teams start. The most remote children are as a rule gathered first.)

The compensation paid drivers is \$30 per month, except on Route 1, where only \$25 are paid. For this amount they are required to furnish their own properly covered, strong, safe, suitable vehicles, subject to the approval

of the board, with comfortable seats, and a safe, strong, quiet team, with proper harness, with which to convey and collect safely and comfortably all of the pupils of school age on the route, and to furnish warm, comfortable blankets or robes sufficient for the best protection and comfort for each and all of the pupils to and from the public school building and their respective homes. They agree to collect all of the pupils on the route by driving to each and all of the homes where pupils reside each morning that school is in session in time to convey the pupils to school, so as to arrive at the school building not earlier than 8:40 A. M. nor later than 8:45 A. M., and return the pupils to their homes, leaving the building at 4:00 P. M., or later, as the board may determine.

They are required to personally drive and manage the team, and to refrain from the use of any profane or vulgar language within the hearing or presence of the pupils; nor may they use tobacco in any form during the time they are conveying children to and from school. They are not permitted to drive faster than a trot nor race with any team, and are required to keep order and report improper conduct on the part of pupils, to the principal or president of the board.

It is further provided between the driver and the board that one-half of the previous month's wages shall be retained to insure the faithful performance of the contract.

In 1894 the district township was composed of six subdistricts, and required six buildings, six teachers, six sets of apparatus—in fact all of the equipment necessary for one district was required by each of the others.

The secretary's report of that township for the year ending September, 1894, shows that during the year the schools were in session six months and the average daily attendance for the entire district township was ninety.

For the year ending September, 1900, eight teachers were employed for nine months, and the average daily attendance was 290. Estimating the average cost of tuition per month per pupil upon the total expenditures for school purposes, we find it to have been \$5.03 in 1894, under the plan of separate schools, while in 1900 it was \$2.31.

The tax levy of the district for the year 1900 was 9.6 mills for the teachers' fund and 6.7 mills for the contingent fund. Out of the latter fund all expenses of transportation were paid. This is considered a reasonable levy, and will, we think, compare favorably with other districts.

By the census of 1900, Buffalo Center village alone has a population of 875, and would doubtless require the same number of teachers as other towns of the same size.

TRANSPORTATION IN CITIES.

Only in a few Iowa cities have children been transported. Reports received, however, are uniformly favorable wherever the system has been adopted. Below are brief statements from Council Bluffs, Sioux City, and Forest City. Superintendent W. N. Clifford, of Council Bluffs, writes:

"Lying at the outskirts of our school district, is what is known as the Woodbury school. There were about thirty pupils enrolled in this school of the different grades up through the fourth, making the teacher eight classes.

To each recitation she was able to give but a few minutes, and the pupils, when promoted to the next building, were always below grade. We paid the teacher of this school, at the time of closing, \$60 per month, her salary having been advanced from year to year until she received this amount. She was paid, in addition, seven dollars per month as janitress, and with this and the expense of fuel and other incidentals, it was counted that the school cost about \$80 per month. In addition to this, it cost the time of the city superintendent, supervisor of buildings, special teacher of music, special teacher of drawing, to visit the school. The matter was laid before the board, and it was decided to close the school and transport the children to the building which they would be obliged to enter when they reached the fifth grade. A patron of the school who knew all the children, fixed up a large spring wagon with canvas cover and seats, and collects the pupils from their own homes and leaves them at the school building in time for the opening session, calling for them at night and returning them to their own homes. This man is paid \$30 per school month. This means an actual saving to the district of \$50 per month, besides the time of the supervisors. The plan is giving excellent satisfaction to patrons, and the school officials are much pleased with the marked improvement of the children in scholarship."

Sioux City, because of its vast territory, was the first city in Iowa to take up the transportation of pupils, and found it a wise movement in the interests of economy and efficiency.

From Superintendent Kratz's report, made June 8, 1900, to the Board of Education of Sioux city the following information is gathered:

Three wagons were employed for the school year at a cost of \$20.00 per month, transporting about fifty pupils, and thus permitting the closing of three schoolhouses. The street car lines transported about seventy-five more pupils, thus making it unnecessary to open three more school rooms in the sparsely settled districts. The total cost of transporting these scattered pupils was \$863.84. To have provided school accommodations for these scattered pupils, without transporting them, would have required the following expenditures:

Six teachers for nine months at \$40 per month	\$ 2,160.00
Janitor's service at \$10 00 per month	540.00
Fuel for six schoolrooms, at \$50.00 per year	300.00
Total	\$ 3,000.00
Cost of transportation	863.84
Economized	\$ 2,136.16

And, best of all, this large saving was realized while giving the children better educational advantages.

Superintendent H. O. Bateman, Forest City, writes:

"Consolidation of school districts and the transportation of pupils has been in operation in a limited way in the Independent District of Forest City. We employ one hack, and the distance driven each way is five miles. The attendance is regular, and the plan seems to meet with favor. The advantages of this plan are less expense, more schooling for the pupils and better instruction. Our hack failed to run only two days out of the whole year. The expense for nine months is less than it would be for the seven or eight months which a country school is usually conducted. Our expense does not exceed one hundred and sixty-five dollars (\$165) a year for the transportation of the pupils from one school district.

"Our board had a proposition presented to it from two outside districts desiring to enter our school, furnishing their own transportation and equipment, the outlying districts to pay regular tuition of one dollar and fifty cents (\$1.50) per month. The motive prompting this plan was its cheapness and the superior advantages that the pupils would enjoy. With better roads the plan comes to be even more feasible than it now is. It is true that it has some disadvantages, but our experience is that the advantages far outweigh the disadvantages, and we would not go back to the plan of maintaining a school in our country district."

IN OTHER STATES.

Consolidation and transportation is a settled policy in some of the eastern states and is being adopted to a greater or less extent in many of the western states, where it is rapidly growing in favor.

KANSAS.

Frank Nelson, state superintendent of public instruction in Kansas, writes:

"The consolidation of schools and the transportation of pupils to and from school is one of the really important educational movements of the times. Here in Kansas we are working along this line with much success. The last legislature enacted a law providing for the consolidation of school districts and the transportation of pupils. It is the first law of its kind ever enacted in this state and is giving great satisfaction. The people are warm supporters of the consolidation of schools because they realize that it gives them better schools, better courses of study, better teachers, longer terms and a deeper interest in the work.

"Under this plan of school administration parents are able to give their children a good education right at home at a very moderate expense. It is the duty of the state to bring the best and largest educational advantages within easy reach of the people. This is done by building up strong graded schools in the community.

"I am a firm believer in the consolidation of schools and the transportation of pupils. This movement is destined to revolutionize our entire school system and to bring greater blessings to all the people.

WISCONSIN.

L. D. Harvey, state superintendent of public instruction of Wisconsin, says:

"I believe this is one of the most important movements in recent years for the betterment of school conditions in certain communities. The small country school with the almost invariable accompaniment of poorly prepared teachers has little or no value. It is expensive, when the number of persons in attendance is taken into consideration. The consolidation of districts results in better organization of the school, in stronger teaching force, and in taking pupils out of the isolation which necessarily accompanies the small school.

"One of the most important things in the education of the child is that he shall come in contact with a goodly number of children of his own age. Without this contact he is missing one of the most important elements of an education. Experience has shown that consolidation may be effected and pupils transported without an increase in the expenses for school purposes in the district covered.

"The people in our state are very much interested in this matter and in many localities are taking steps to effect consolidation and provide for transportation of pupils."

MASSACHUSETTS.

In Massachusetts the system was adopted many years ago and has been growing in popularity. In ten years the state's expenditures for conveyance of pupils increased from \$30,000 to nearly \$142,000. The report of the state superintendent of public instruction in Massachusetts in 1901 gives the following account of the working of the consolidation system in the town of Warwick:

"Six years ago Warwick maintained nine schools twenty-four weeks per year. The average attendance of pupils in the town was eighty-seven. Teachers' wages in the eight outside schools were five dollars per week, in the centre school six dollars per week. With few exceptions, the teachers were young and without experience, educated in the district schools. Some were under sixteen years of age,—one term a pupil in a school, the next term a teacher. Occasionally, in recent years, a teacher of marked ability and successful experience has been employed, but the number of schools made it impossible to pay wages that would retain the services of well-qualified teachers many terms. The schools were poorly supplied with books and materials.

"Now all of the pupils in town are in three rooms of one modern, well-lighted, heated, ventilated building, pleasantly situated in the centre of the town. The rooms are supplied with good blackboards, and with books and appliances for the use of pupils. The school has three teachers,—normal school graduates of exceptional ability. The average wage paid is nine dollars a week; the school year is thirty-six weeks. Special teachers of music and drawing visit the school each week. Pupils are conveyed to the centre union school from distant parts of the town. The average attendance

in the fall term was ninety-six,—a gain over the attendance in all of the nine schools six years ago. The schools are well graded from lowest primary to highest grammar grade, three classes in a room. Teachers are selected whose qualifications are especially adapted to the ability and needs of the pupils under their charge. The number of recitations being less than in ungraded schools, the teachers and pupils do much more effective work. The relation of the teachers to one another is one of mutual helpfulness, and the association of so many pupils in the schoolrooms and on the grounds under the supervision of the teachers is pleasant and beneficial.

“As a result of the consolidation of its schools and a wise administration of school affairs, the town has, in six years, lengthened the school year fifty per cent., increased the teachers’ wages seventy-five per cent., and employed special teachers of music and drawing, without materially increasing the school tax of the town. Because of the reduction of the number of schools through consolidation, the cost of instruction by the regular teachers has been lessened. A large increase in the amount of money received from the income of the state school fund has been of great benefit to the schools.

“Much time that would be needed for travel by the superintendent and special teachers in reaching many small scattered schools is saved for profitable use in the one building of the union school.”

One of the most valuable contributions on this subject is that prepared by G. T. Fletcher, agent of the Massachusetts board of education. Some extracts are given herewith from this pamphlet:

“People are now coming to see that educational advantages are not represented by the number of near-by schoolhouses. From one of the annual reports of Dr. Harris, United States commissioner of education, we quote as follows:

“‘It has been frequently demonstrated and is generally conceded that it would be better both on economical and pedagogical grounds to unite the many small and weak schools of a township, dispersed over a large extent of territory, into a few strong, well equipped and well conducted graded schools, located at convenient points.’”

Hon. Joseph White, secretary of the state board of education, said:

“This act was introduced into the legislature through the efforts of a practical man from one of our rural towns of large territory and sparse population, where the constant problem is how to bring equal school privileges to all without undue taxation. In too many cases the town seems to have forgotten that *the character of the school is of more importance than its accessibility*. This has led to the maintenance of such a number of small schools as to shorten their length of continuance, diminish their efficiency, and largely enhance the expense.

“It may be questioned whether the objection regarding injury to the property valuation of the district is a serious one. People having children to educate are not slow to see that educational advantages are not represented in their fullness and completeness by near schoolhouses. This property

objection is well met in the replies to questions submitted to the towns, to which later reference will be made.

"The objections to the risks of conveyance and of the noon intermission are of serious import, and can be met only by making transportation safe to health, manners, and morals, as well as comfortable, and requiring the presence of the teacher at the noon intermission."

"From the report of the minister of public instruction for Victoria, in Australia, the following extract is taken: 'Under the system of conveyance 241 schools have been closed. The saving in closed schools amounts to about £14,170 per annum. The attendance is so regular and the system so popular that applications are constantly made for its extension.'

"Distances.—In Victoria the law provides that the following shall be deemed a reasonable excuse for non-attendance upon the public schools:

"That there is no state school which the child can attend within a distance of two miles, measured according to the nearest road from the residence of such child; excepting when the child is more than nine years of age, then the distance shall be within two miles and a half from the residence of such child measured as aforesaid; and when the child is more than twelve years of age, then the distance shall be within three miles from the residence of such child, measured as aforesaid.'

"Victoria has eight times the area of Massachusetts, but only half the population. Nearly half of this population is rural."

Mr. Fletcher sent out inquiries to school committees and superintendents of the state, asking for information about their experience with consolidation and conveyance. Some of the replies received were very significant. It was said that the per capita cost of education has been greatly reduced.

"In the year 1893 Seymour Rockwell, the veteran school committee man of Montague, said:

"For eighteen years we have had the best attendance from the transported children; no more sickness among them, and no accidents. The children like the plan exceedingly. We have saved the town at least \$600 a year. All these children now attend a well-equipped schoolhouse at the center. The schools are graded; everybody is converted to the plan. We encountered all the opposition found anywhere, but we asserted our sensible and legal rights, and accomplished the work. I see no way of bringing the country schools up but to consolidate them, making them worth seeing; then the people will be more likely to do their duty by visiting them.'

"From another town came this suggestive statement:

"Once when a man wished to sell his farm he advertised, 'A school near.' Now he advertises, 'Children conveyed to good schools.' Farms sell more readily now.'"

Among the comments made in these reports are the following:

"Better ventilated rooms; hence more healthful.

"Costs less for repairs; better janitor service.

"Houses closed were in poor repair; good teachers would not remain in them.

"Pupils better classified; three teachers do the work of five in ungraded schools.

"Too strict grading not beneficial.

"Petty local jealousies lost in the larger school.

"Pupils are more studious in the graded schools with only their classmates with whom they must compete.

"Greater incentive and enthusiasm.

"In the graded schools pupils lose the personal oversight of the teacher which in small schools is of so great advantage.

"Pupils become better acquainted with people; hence less bashful and awkward.

"The time lost by the superintendent on the road is saved by consolidation of schools.

"It becomes possible to give to all the pupils of the town the advantages of special teachers in drawing, music, etc.

"Our people would as soon think of having district churches as district schools.

"Association with others whose lives are less restricted than their own is a gain in social graces.

"Much is to be expected in moral influences, as conditions are better in the graded than in the ungraded schools. This is especially true as regards outbuildings or basements in their sanitary arrangements, and the oversight had in and about them.

"Economy and efficiency.

"I do not favor too great efforts to consolidate. Drivers are not and cannot be expected to be men who can control children and hold their respect.

"A compact neighborhood with a good school should be let alone."

PENNSYLVANIA.

The state department of agriculture of Pennsylvania caused an extensive investigation of the subject of consolidation of country schools and the transportation of pupils by the use of vans to be made by Dr. H. H. Longsdorf, and the result of his investigation, published in Bulletin No. 71 of the department of agriculture of Pennsylvania, is a very important contribution to the literature of the subject. The following extracts from this report will throw light upon the solution of the problem in this state:

"The Small School.—A practical educator—and as wise as practical—has said: 'The first thing a good school wants is children.' A very small school is almost always a poor school. There is absent in it the incitement of rivalry and friendly emulation as well as the encouragement found in companionship. If each child pursues a different study, as sometimes happens, there is still less of that reflex action which lightens the task and opens the mind. The difficulty of organization in a small school is so great as to be practically impossible. In the country, bad roads, distance, stress of weather and, in frequent cases, disinclination, serve to keep the school

even smaller than the number of children of school age would warrant. In a school of this kind there is frequently great irregularity of attendance and unpunctuality in lessons, failures which may be forgiven under the circumstances. There is no spring of enthusiasm to inspire the teacher or of sympathy or interest on the part of the patrons. Nothing can be done in a school of small size in the way of special studies, unless the teacher is phenomenally conscientious and possesses strong personal qualities.

"Individual teaching often brings good results. It was the method most in vogue in the southern states in the ante-slavery period and many accomplished scholars came from the training of the governess or private tutor who was brought there from the best northern schools. But this was a wholly different system. As the ordinary common school of low grade is found in the sparsely settled districts, it possesses little educative value, and might with advantage be closed and its feeble force united with a larger one.

"Selected Courses in Education for Country Students.—If the children of a district were brought together and placed under a competent head, and the school in good working order, it would then be possible to give some order to the division of studies for those in the higher grades. For such as intend going into the mechanical arts, a saving of time could be thus effected. For those looking forward toward a classical or literary course leading to the professions and for those who expect to remain in the country and become identified with its local interests, either in farming, mining, fruit culture, or any of the industries established in different parts of the state, congenial and profitable instruction could be provided, such as would at once strengthen the intellect and enable them to take advanced ground in their further progress.

"Social Influence of a Central Consolidated School.—Country life in the remoter districts tends to repression. One of the strongest attractions of the town for the country child, is in the greater opportunities for companionship found there. Not only the child but the elder feels the drawing of that instinct which leads mankind to rejoice in association with each other. The dozen or more schools of various sizes scattered over the country district, some difficult of access from rough and unsafe roads, often situated in a neglected and out-of-the-way spot, have little incentive to join forces in the school exercises or to impress their work on the homes and social interests of the neighborhood. Singly and detached, they cannot generate the power to penetrate the lives of the several groups that compose the pupils or to serve as object lessons of the value of the true and the beautiful in human helpfulness. Isolation for the young is irksome, and they early form the resolve to forsake the dull routine of oft-covered lessons which seem to hold no promise of personal benefit. The city with its cultured society, its atmosphere of refinement, its multitude of objects and outlets for every shade of taste and interest, appeals to the youthful nature. Here are possibilities—openings for enterprise and pleasure; here, too, are sympathetic hearts to understand their hopes.

"To another class, the succession of 'events' in the city gives a holiday aspect to life all too prosaic in their experience, and a comparison is to the disadvantage of the country. With a common meeting point, with the mutual interests of school work, and the interchange of thoughts and feeling, and the frequent presence of parents and friends on the special occasions

sure to be inaugurated in such a school, the whole community would be uplifted and cheered.

"The oft-mooted question as to how far the state should extend its jurisdiction into the home and family circle, presents itself here. This question comes into every educational advance proposed. The American people are jealous of their 'rights,' and so sometimes lose sight of the more weighty interests involved. 'Paternalism' is an ugly word to American ears; still, under the modifications and restrictions of an enlightened public opinion, it would assume a different meaning, and work for good, if its beneficiaries could be induced to look at it from all sides. This is one of the principal objections urged against consolidation in the rural districts, that it savors of 'paternalism' and 'favoritism.' Nothing could be farther from the truth. It tends, in fact, to just the opposite. If, under the improved social conditions suggested, where all the people of a district—not necessarily a school district, but one from convenience included in the central school, could frequently meet and witness the operation of new measures and receive themselves new ideas and new information along the line of their daily work and outlook, they would soon see what the best educators have long seen, that the best policy of the state government is to lift the people out of the rut into which they may have fallen, and the best policy of the people is to allow themselves to be so lifted.

No Bad Results.—"The apprehensions of the owners of real estate that a depreciation of values would result if the local schools were closed, have proven to be groundless. The natural reluctance of parents to send their young children so far from home, and for all day, to attend the central school, has vanished. The children are conveyed in comfortable vehicles, fitted up for their accommodation. They are in charge of trusty drivers en route, and at noon they are under the especial care of one of the teachers, who has an extra compensation for the service. When it is practicable, a farmer living near the extreme end of the district is employed to convey the children. Often the farmer's wife drives the conveyance. Three two-horse barges and two one-horse wagons are in use at present. All these vehicles are fitted with seats running lengthwise, and are closed or open at sides and ends, as the weather requires. The driver starts from or near the remote end of his district and drives down the principal thoroughfare, taking up the children at their own doors or at cross-street corners.

"The attendance of the children conveyed is several per cent better than that of the village children, and it is far higher than it was in the old district schools. This is not strange when one reflects that the children are taken at or near their own doors and conveyed to school without exposure in stormy weather. Discipline is maintained in the carriages, as the driver has ample authority for this purpose. The children are conveyed from one to three and one-half miles. The cost of transportation is about fifty dollars per week. It is estimated that it would cost seventy dollars a week to maintain schools in all the districts."

INDIANA.

The state of Indiana has also gone into the subject extensively, and in July, 1900, an inquiry showed that forty counties had already begun the work of collecting pupils into larger groups

by transporting them. Detailed reports from the county superintendents of Indiana show conditions in many respects similar to those prevailing in Iowa. The results of the plan where tried have been highly satisfactory. The objections are mainly similar to those heard in Iowa, and that of bad roads is frequently urged. The savings are reported in many cases to be considerable, sometimes as much as \$200 per year in a district. It is there generally recognized as an economical system. In many places, however, as in Iowa, and indeed this is the general rule, the conservatism of the people and the lack of information of the working of the new system retards its adoption. An instance is given in Washington township, Rush county, where the plan originated, as follows:

"In Washington township the pupils transport themselves. Some twenty years ago the trustee, W. S. Hall (he is the original promoter of concentration of schools in Indiana), rearranged the schoolhouses, making the number five instead of eight, and started a graded school. The township is six miles square, so that some pupils must drive four miles to reach the graded school. He was bitterly opposed by a majority of his people, but, by his tireless energy and determination, arranged the township so that money has been saved to the people and they can maintain seven months of school with a low levy. The truant officer has little to do in this township, as there is a splendid school sentiment. Some patrons are now sending their children past other schools to get them into the graded school of three rooms and two years of high school. All eighth-year pupils, except two in the township, have attended the graded school during the past year, thus relieving the country teacher of some work."

NOTE.—The schools in this township are ideally located. One central school, exactly in the middle of the township, has four teachers, three years of high school work and 111 pupils, as follows: Grades 1 and 2, twenty-eight pupils; grades 3, 4 and 5, thirty pupils; grades 6 and 7, twenty-five pupils; grades 8, 9 and 10, twenty-eight pupils. Sixty-eight pupils transport themselves without expense to the county. A barn was built on the school grounds, and pupils who drive, stall and feed their horses without expense. The four country schools in the township are located in the corners of the township, a mile each way from the township line. They have an enrollment of 102 pupils. It is said of this system: "The system adopted in the township is a good one. It is economical; it makes possible a better supervision; it provides a high school and organizes the educational forces."

Numerous instances are given where considerable savings have resulted

from the adoption of the transportation plan. In Knight township, Vanderburgh county, there was a saving of \$27 a month; in Jefferson township, Tipton county, \$172 a year; in Steuben county, about the same; in Ohio county, about \$150 a year in one case; in La Porte county, from \$220 to \$305 per district per year; in Walker, Jasper county, \$210 the first year; in Wayne county, a total of about \$3,000 a year. Of this county it is said: "At least 95 per cent of patrons would not go back to the old plan." In Whitley county there was a saving of \$152 in a district the first year. In White county the savings per school are \$150, \$180, \$165 and \$220.

In the state of Indiana the small schools are as follows:

Attendance of five or less, 108 schools; between five and ten, 487; between ten and fifteen, 1,253; between fifteen and twenty, 2,332.

State Superintendent Frank L. Jones, of Indiana, in his report for 1900, says:

"The great evil of the small rural school lies in its non-social character. It is wholly unable to furnish each of its pupils that educative influence that comes from association with many of the same age and same degree of advancement; it can not have, in many classes, enough of honest and helpful competition to establish a standard to which many a bright pupil would raise himself, and fails therefore to bring from him that supreme effort which develops and ennobles, and which comes only from a vigorous contest with his fellows. The humdrum and monotony of a recitation in a one-pupil class is discouraging to both pupil and teacher. Not only is the mental work of the school thus impaired, but the lack of enough pupils to organize a game on the schoolhouse yard prevents adequate exercise and tends to make morbid, selfish and pessimistic all who live in its atmosphere—the deadly quiet and inactivity of the small school kills the spirit. Professor Hinsdale makes a clear statement in the following words:

"The importance of this element in the rural school problem becomes obvious at a glance. In populous districts fewer schools and districts relatively are called for, while, at the same time, owing to the larger numbers and the more varied attainments of the pupils, the system can be more fully developed. The school and the home, under the present system, can not be far apart; otherwise children will attend the school with difficulty, or not at all. Once more, the interest and enthusiasm of pupils and teachers depend directly upon the number and the ability of the pupils present. For the majority of children individual instruction, or anything closely approaching it, is not to be commended. Aristotle condemned such instruction on political grounds. It may also be condemned on pedagogical grounds. Children need the inspiration of numbers. Besides, numbers contain ethical value. As a rule, you can no more make a good school out of a half dozen pupils than you can make a powerful galvanic battery with one or two pairs of plates."

"The per capita cost in these small schools is not only much too large, but is continually increasing. In 1879 the cost of education per capita was as follows:

In townships	\$6.21
In towns	5.21
in cities	7.48

"In 1899, twenty years later, the cost was:

In townships (per capita)	\$10.50
In towns (per capita)	11.10
In cities (per capita)	7.07

"These tables are of more than usual interest on this point, and present to the taxpayer a strong argument for a solution of the problem of the small school. It will be observed at once that the per capita cost of education is constantly increasing in the country and towns, and decreasing in the cities. This condition in the rural school arises wholly from the prevalence of small schools. There were as many rural schools in 1899 as in 1879, the salaries in the former are not substantially different from those in the latter, the investments in schoolhouses and appliances would about equal, but the attendance in them has constantly decreased. This condition makes necessary an expenditure for teachers, fuel, apparatus and repairs for the small school of to-day equal to that of the large one of two decades ago. In the towns the increase is due quite largely to the establishment and equipment of high schools of small enrollment. Nearly all cities show congested schools, making necessary many pupils under the direction of each teacher, thus reducing the per capita cost. Add to this a saving in fuel, repairs, buildings and appliances, and the reduced cost of education in cities is explained."

Reports gathered by Prof. N. A. Upham and published in a bulletin by State Superintendent L. D. Harvey of Wisconsin show that the following eighteen states have laws allowing the transportation of pupils at the public expense, although at that time only thirteen were availing themselves of the privilege. These eighteen states are:

Connecticut,	Massachusetts,	Ohio,
Florida,	Nebraska,	Pennsylvania,
Indiana,	New Hampshire,	Rhode Island,
Iowa,	New Jersey,	South Dakota,
Kansas,	New York,	Vermont,
Maine,	North Dakota,	Wisconsin.

Among the reports summarized by Professor Upham are the following:

FLORIDA.

"Florida reports two counties instituting the plan of transporting children. From one of these, Citrus, I learn that they are transporting three small schools four to six miles, twenty pupils at \$1.50 per pupil per month. The plan is growing in popular favor and they expect to do more next year. A copy of the notice to bidders specifies a vehicle of sufficient capacity, necessary umbrellas, wraps, etc., to keep the children comfortable, a good and reliable horse, and driver who is trustworthy and who shall have control of all the children—said driver to the B. of P. I., to deliver pupils between 8. and 8:40 and return them, leaving at 4:05, and to give a \$100 bond for the faithful performance of his work. The teacher of the central school is required to make out a monthly report registering the arrival and departure for each

day, dates and causes of failure, and if there is any complaint, report it promptly by letter.

"Duval county, Florida, is transporting 176 pupils at \$303 per month, having closed fourteen schools. They began with two schools two years ago and the plan has been very popular. Extra teachers hired cost \$145, making a total cost of \$448, for what had before cost \$490 per month, thus saving \$42 per month. Schools of three teachers and eight-year grades were formed. They are planning now to reduce forty-five schools to fifteen. The superintendent says: 'We furnish wagonettes carrying eight, twelve and sixteen passengers, so there is no difficulty in getting farmers to furnish teams and harness. This is an improvement over other ways.'

KANSAS.

"The last legislature of Kansas passed a law providing that where pupils reside three or more miles from the schoolhouse district boards shall pay to the parent or guardian of such children a sum not to exceed 15 cents per day, for a period of not more than 100 days, for conveying such pupils to and from school. A fresh inquiry within two weeks failed to elicit information that advantage is being taken of this law.

"State Superintendent J. V. Calhoun, of Louisiana, says: 'We are advanced only so far as talking about consolidation of rural schools and transportation of pupils. We are doing something but we need to convince and then find funds.'

MAINE.

"In Maine the committee may transport or pay the board of pupils at a suitable place near any established school. Maine has 1,000 schools averaging less than thirteen pupils each. 'The fact that school districts have been abolished or that the school committee has suspended schools does not necessarily entitle public school children to conveyance.'

NEBRASKA.

"Nebraska has a law and is working under it in several places, notably, Fremont and Lincoln. One district reports a saving of \$70 a month.

"In addition to the law providing for transportation, Nebraska provides that a district may contract with a neighboring district for instruction of pupils and may transport its pupils to such district without forfeiting its right to share in the state apportionment of school fund. The state superintendent says: 'Best of all is, the pupils are better taught.'

NORTH DAKOTA.

"North Dakota has a law, first in operation last July, that pupils two and one-half miles away may be transported.

RHODE ISLAND.

"Rhode Island has a law, and is transporting. Emphasis is here laid upon the increased attendance; two schools having graduated ten pupils together in two years, and after consolidation sixteen pupils in one year, an increase of over 300 per cent. in the number of those who remained through the upper grades.

SOUTH DAKOTA.

"South Dakota has a law, and many are about convinced that where pupils live three or four miles they could have better schools at less cost. I was informed that transportation has been begun but have been unable to learn particulars or localities.

VERMONT.

"In Vermont, on a written application from ten resident taxpayers of the town, a portion of the school money not exceeding 25 per cent. may be used to transport scholars, where residence is one and one-half miles or more from the schoolhouse. The popularity of the movement may be judged from the state superintendent's report that 'within the past ten years the amount expended for transportation has increased 400 per cent.'

WISCONSIN.

"Wisconsin has a law that permits the use of school money to transport pupils living more than a mile and a half from school, by the nearest traveled road. But so far as I can learn there is no organized transportation of pupils, though I understand three counties are contemplating it, viz., Kewaunee, Dane and Rock."

NEW YORK.

In New York the report of the state superintendent for 1900 showed that there were 3,552 school districts, nearly one-third of the whole number, in which the average attendance the previous year was ten or less. State Superintendent Charles R. Skinner urges that the only remedy is annulment or consolidation. The following extracts are made from this report:

"The most available relief afforded by existing statutes is the provision permitting a school district to contract with an adjoining district for the tuition of the children residing therein. The number of districts making such contracts for the year 1898-9 was 150, and it is needless to say that in every instance the arrangement was for the best interests of both districts. The most complete and satisfactory evidence as to the desirability of such contracts by weak districts is furnished by Commissioner Carlos J. Coleman, of Madison county, who requested opinions from trustees of districts which had contracted with other districts for the education of their children. The following are among the replies received:

"The children have much better advantages than they could have had in the home district. The patrons are well satisfied with the system."

"The children claim that they learned twice as much as when at school in the home district. Those of the district who were against the system last year are in favor of it now. It takes time to educate the people to it."

"All are well pleased with contracting and the attendance has been good, all children going during the school year."

"The attendance has been much better than when the school was held at home, and we notice great advancement in the pupils. The patrons are all well satisfied."

"The patrons of the district are pleased with the system, and it is financially a success."

"There is a great advantage in contracting with larger schools, and the

attendance has been much better than when school was held in the home district.'

"We notice marked advantages in the system, and the patrons are well satisfied with it."

In his report for 1901 Superintendent Skinner presents the following:

"In 1897 a law was enacted permitting a district to contract with an adjoining district for the education therein of its pupils, and also providing that any district so contracting shall continue to draw the teacher's quota to which it would be entitled had it maintained a school within its own borders. This law has been steadily growing in favor. The first year after its enactment but twenty-seven districts in the state availed themselves of its provisions. The next year 106 did so; the next, 158; the next, 234; and the present year there will probably be more than 300 districts in the state thus contracting. This provision of law is wise, and has succeeded even under the present imperfect condition of the statute in practically closing about 300 weak schools and enabling the pupils residing in these districts to enjoy better educational facilities in a larger school where there is the enthusiasm of large numbers and the opportunity for proper grading.

"I am convinced that the powers of commissioners to consolidate school districts should be enlarged. The consent of the trustees should not be required in any case where a district is to be dissolved and its territory added to an existing adjoining district, or where a new district is created from the territory comprising two or more districts thus dissolved. In addition to this increase in the powers of commissioners, there should be an enlargement of the powers of district authorities, enabling them to provide transportation for those pupils who live too far from the school building to enable them to safely attend school, especially in the inclement weather of winter. With this power given to school authorities, the boundaries of the rural districts could safely be enlarged and vastly better school facilities be given the inhabitants of these communities."

ILLINOIS.

The subject of consolidation and transportation has been discussed in Illinois during the past year and a law was passed permitting people to vote on the question. The provision was as follows:

"It shall be the duty of school directors under this act, to provide schools for the different parts of the district, and they shall have all the power given to school directors by the law of this state. They shall also, in rural territory outside of organized cities and villages, provide for the free conveyance of pupils, residing more than one mile from the school they attend, to and from that school. Provided, however, that the proposition to convey pupils to and from school shall, under a petition of not less than fifty voters, filed with the school directors, be submitted to a vote of the township at a regular annual election and approved by a majority of the votes cast thereon."

This bill was, however, vetoed by the governor, Richard Yates.

CONNECTICUT.

The legislature in 1893 authorized the transportation of children to and from school at the expense of the town (meaning township,) whenever a school shall be discontinued upon the approval of the school visitors. Within seven years about sixty towns took advantage of this, uniting schools and transporting the children to the nearest schoolhouse. The system has been generally satisfactory and has reduced the cost. In 1897-8, eighty-four schools were closed and the following year, eighty-five. The report of the state superintendent says that "expense is less than the cost of maintaining schools. The result has been:

"1. To make larger schools and provide desirable classification.

"2. To make better schools. In some cases the change has been very marked, the consolidated school at once taking high rank because a good teacher was secured.

"3. With one exception, the cost has been diminished.

"4. In every case the attendance has improved.

"5. Unpunctuality is entirely avoided, for the children must reach school on time.

"The policy of closing schools and transporting children is not popular at first. When it has been tried and properly managed it has always been approved.

"There is substantial agreement that the result, financially and educationally, has been satisfactory. The most emphatic expressions of approval come from those who were influenced mainly by the educational motives.

"Children are less exposed to storms and to bad weather and are healthier. Attendance is increased 10 to 20 per cent."

Detailed reports from the districts where the system has been tried show uniformly good results and satisfaction to patrons.

OHIO.

Alfred Bayliss, state superintendent of public instruction in Illinois, has made a personal investigation of the operation of the Ohio plan and his account of it is worth careful consideration. Mr. Bayliss says:

"I have lately seen some excellent examples of the practical working out of this plan in the state of Ohio. What has become widely known as the 'Kingsville experiment' was made possible in that state by an act which applied to 'any township which by the census of 1890 had a population of not less than 1,710 nor more than 1,715.' In other words, the legislature of Ohio was willing to let the people of Kingsville and vicinity furnish an object lesson for their more conservative neighbors, if they were willing to take the chances and foot the bill. That village and township, however, proved to be like the man who insisted 'that he was not such a fool as he looked.' The daily attendance increased. The cost per capita diminished. There was a balance on the right side of the account of over \$1,000 in the first three years. As a result the enabling act was made general and the plan is spreading. Two very notable examples came under my observation. The first was in Gustavus township, Trumbull county. There were formerly nine districts in that township, and as many small schools. Four years

ago the nine districts were consolidated. A frame building, with four rooms, was erected at a cost of \$3,000. A principal, three assistants and a janitor were employed. Nine comfortable, covered spring wagons, with drivers under \$200 bonds, were engaged to convey the children to and from the central school. Before the consolidation the average school attendance in that township was 125. Last year it was 144. The school population remains about the same. The year preceding the consolidation the schools of the township cost \$2,900. The union school cost, including the wagons, \$3,156, an increase of \$256 for the township, but a decrease of \$1.29 per pupil on the average attendance.

"The other case is in the adjoining township of Green. The people of this township were divided in opinion three years ago. They, therefore, wisely waited for the result of the experiment in Gustavus. After observing it two years, they were satisfied. Public opinion crystalized in favor of the plan. Last September the people of this township opened a new, steam-heated, well-lighted and ventilated, brick building, having six large school rooms, and two smaller rooms, one of which is set apart for the library. Eight wagons convey the children. The principal of the school told me, with pardonable pride, that there was a piano coming. Both of these schools do about three years of high school work. Public sentiment is no longer divided.

"The last statement should, perhaps, be qualified. In May, 1900, a committee of two citizens, one for and one against "consolidation," was sent from a township in Warren county, Ohio, to investigate and report upon the facts as they found them in Gustavus township. The report, signed by both members of the committee, stated that persons known to favor the plan were purposely passed by; that fifty-four persons were questioned, and their answers were as stated in the report. Of that number, forty-three were for, seven against, and four indifferent to the plan. Of the seven who declared against it, six were without children of school age, and of the four who were indifferent, none had children of school age.

"Of all the fifty-four, we find, said the committee, but one person with children who was opposed to centralization. I talked with the citizens in six or seven country towns in which the plan is in operation, in three different counties, and failed to find a single individual who did not approve it.

"Such illustrations could be multiplied. The plan works out. The health of children is improved, because of the diminished exposure to stormy weather. School attendance is increased, both in regularity and in the number of pupils. Tardiness and truancy disappear. The school year is lengthened. Better teachers are employed. Teachers can be better paid. I asked one little fellow of ten or twelve years how he liked the union school. Oh, it's great, he said, to be where something is going on. And, perhaps, it is from this widened circle of acquaintance, extending beyond the children to the whole community, that one of the great benefits is to be derived. The isolation of small schools—ten pupils or fewer—is not favorable to intellectual, moral or social growth. The young mind grows by contact with other minds, and quite as much by contact with those of near its own strength as by the influence of stronger ones."

Lewis D. Bonebrake, state commissioner of the common schools of the state of Ohio, in his last annual report says the

system has grown in Ohio since it was first suggested by H. U. Johnson, of Ashtabula county, in 1872, until the last legislature definitely defined centralization, permitting boards of education to submit the question of township centralization of schools to the vote of the people upon petition of one-fourth the voters. The law provides for the organization of a township board of education, consisting of five members elected at large in the district for three-year terms, doing away with the sub-district organization. It provides for transportation and definitely indicates which pupils shall be conveyed at public expense. It requires a graded course of instruction and authorizes a high school, setting the minimum limit of the course at two years.

CHAPTER III.

RECENT SCHOOL LEGISLATION IN OTHER STATES.

CALIFORNIA.
COLORADO.
ILLINOIS.
INDIANA.
KANSAS.
MINNESOTA.
MISSOURI.

NEBRASKA.
NEW YORK.
NORTH DAKOTA.
OHIO.
PENNSYLVANIA.
SOUTH DAKOTA.
WISCONSIN.

RECENT SCHOOL LEGISLATION IN OTHER STATES.

CALIFORNIA.

Chapter 229, laws of 1901, makes a number of amendments to the school laws, among which the following are of the most importance:

1. Authorizing board of trustees of the State Normal School to issue diplomas, and providing that such diplomas shall entitle the holders to certificates in any county or city in the state.

2. Providing in a general way for the duties and powers of the State Board of Education: (a) to adopt rules and regulations for its own government; (b) to prescribe rules for granting certificates and diplomas; (c) to grant four kinds of diplomas, namely, high school, grammar school, kindergarten, and special certificates; (d) to revoke or suspend diplomas and certificates; (e) to designate some educational journal as the official organ of the department of public instruction.

3. Classifies the public schools of California into three classes, namely: high schools, technical schools, and grammar and primary schools.

4. Provides for the meeting of the county board of education. These boards have power to, (a) adopt and enforce rules of examination; (b) grant four kinds of certificates—high school, grammar school, kindergarten and special. They may also grant permanent certificates under certain restrictions. Certificates that are not permanent shall be valid for six years.

This board has also power to adopt a list of books and apparatus for school libraries, except in cities.

5. City boards of education are provided for in cities of the first, second and third classes.

ANNUITIES.

Chapter 230, provides for the payment of annuities to teachers who have been contributors to the annuity fund and who have taught in the schools of California for thirty years.

The annuitants are divided into six (6) classes—the annuities of each depending upon the length of time and the amount he has contributed to the fund.

HIGH SCHOOLS.

Chapter 146, provides for the establishment of high schools in cities, incorporated towns or districts, upon petition by a majority vote of the qualified electors.

RESTRICTIONS UPON RECITATIONS AND HOME STUDY.

Chapter 238, provides in what branches instruction must be given. In addition to those provided for in the Iowa law, the following are mentioned: "*Nature Study*," and "*Humane Education*."

This chapter provides further, that no more than twenty recitations per week shall be required of pupils in the secondary schools, and no pupil under the age of fifteen years in any grammar or primary school shall be required to do any home study.

COLORADO—PARENTAL OR TRUANT SCHOOLS.

Chapter 98, laws of 1901, provides for the establishment and maintenance of parental or truant schools in cities having a population of 100,000 or more.

Children found guilty of habitual truancy, or a persistent violation of the rules of the public schools by the judge of the county court, shall be sent to such schools—the cost of board and clothing to be paid by the parent or guardian of such child.

Boards of education in cities of 25,000 people or over, and less than 100,000, may upon a vote of a majority of the legal voters of such city also establish such schools.

ILLINOIS—HIGH SCHOOL DISTRICTS.

Act of May 11, 1901, provides for the creation and maintenance of a "High School District" out of two or more adjoining townships or school districts.

TEACHERS' AND EMPLOYEES' PENSION FUND.

The act of May 31, 1895 is amended to read as follows: The board of education in cities having a population exceeding 100,000 inhabitants, shall have power, and it shall be the duty of said board, to create a public school teachers', and public school employees' pension and retirement fund, and for that purpose shall set apart the following money, to-wit:

1. An amount not exceeding one per cent per annum of the respective salaries paid to teachers, which amount shall be deducted in equal installments from said salaries at the regular time for the payment of such salaries.
2. All moneys received from donations, legacies, gifts, bequests, or otherwise, on account of said fund.
3. All moneys which may be derived from all other sources, but no tax shall ever be levied for said fund.

INDIANA—ESTABLISHING JOINT DISTRICTS.

Chapter 42, laws of 1901, provides for the consolidation of two or more adjacent school corporations; said consolidation to be made by the school trustees of the respective districts, upon proper petition to them.

MINIMUM WAGES.

Chapter 245, 1901, provides that the daily wages of teachers for teaching in the public schools and attending county and township institutes shall not be less than an amount determined by multiplying two and one-half cents by the general average of scholarship and success given the teacher on his highest grade of license at time of contracting.

SCHOOL CORPORATIONS MAY ACQUIRE PROPERTY BY GIFT, BEQUEST, ETC.

See chapter 241, laws of 1901: The interests, rents, or other proceeds of such gifts or bequests shall not be devoted to the payment of any debts of the corporation, nor to the payment of salaries, or wages of teachers, nor

for the purchase of ordinary school libraries or supplies; but the same may be devoted to any "public educational or *public library* or kindred purpose" — it being the main purpose of this act that income shall be used in giving "to school children the public educational and library advantages that could not be enjoyed if only the school and library revenue and income provided by law were available."

KINDERGARTEN SCHOOLS.

Chapter 84, laws of 1901, provides for the levy of a special tax of one cent on each \$100 on the property in cities of more than 6,000, for the support of free kindergarten schools.

KANSAS.

Chapter 245, laws of 1899, provides that a person to be eligible to the office of county superintendent must hold a first or second grade certificate or state certificate, or be a graduate of an accredited college or normal school, and must have taught at least eighteen months.

Chapter 191, laws of 1901, provides that the county superintendents shall receive \$1 per school for each school actually visited as traveling expenses.

Chapter 307, laws of 1901, authorizes the county superintendent in any county, upon proper petition, to disorganize partially depopulated school districts in his county, and also provides for the consolidation of such districts.

CONVEYANCE OF PUPILS.

The same chapter also contains this provision: That in any school districts where there are pupils residing three or more miles from the school house, the school board of such districts shall allow to the parent or guardian of such pupils a sum not to exceed 15 cents a day for not to exceed 100 days in each year as compensation for conveying such pupils to and from school."

TRANSPORTING SCHOLARS.

Chapter 305, section 1, laws of 1901, provides for the uniting of two or more adjacent school districts.

Section 2 of said chapter provides: "The board of directors herein before mentioned are hereby authorized to provide for the transportation of the children living two or more miles from the school to and from the schoolhouse in the district, under such rules and regulations as said board of directors may prescribe.

DISCONTINUANCE OF SCHOOLS.

Chapter 306, laws of 1901, authorizes the school board of any district, with the concurrence of the county superintendent, to discontinue the school in such district and provide for the sending of the children of such district to another school.

Chapter 304, laws of 1901: "Any person being related to a school district officer as husband or wife, son or daughter, shall not be eligible to the position of teacher in such school district, unless employed by an unanimous vote of all the members of such board.

COUNTY BOARD OF EXAMINERS.

Chapter 303, laws of 1901, provides for a board of county examiners, consisting of the county superintendent, who shall be *ex-officio* chairman, and two competent persons, holders of first grade certificates or state certificates.

Said examiners to be appointed by the county commissioners on the nomination of the county superintendent, and to serve one year and to receive three dollars per day for not to exceed four days in any one quarter of the year.

SCHOOL APPARATUS.

Chapter 176, laws of 1899, makes it unlawful for school boards to buy, and chapter 308, laws of 1901 makes unlawful for any person to sell school apparatus unless such apparatus shall have been submitted to the school text book commission of the state and approved by them.

MINNESOTA.—ORGANIZATION OF INDEPENDENT DISTRICTS BY THE CONSOLIDATION OF TWO OR MORE ADJOINING SCHOOL DISTRICTS, AND THE TRANSPORTATION OF CHILDREN TO AND FROM SCHOOL AT PUBLIC EXPENSE.

Chapter 262, laws of 1901, provides for the organization of independent school districts by the consolidation of two or more adjoining school districts.

The board of education of any district, organized under the provisions of this chapter, shall have power to provide for the transportation of children to and from school at public expense, subject to such rules and regulations as they may adopt; *provided, however*, that every person employed for this purpose shall be required to give a reasonable bond for the faithful discharge of his duties as prescribed by said board of education.

COUNTY SUPERINTENDENTS' TRAVELING EXPENSES.

Chapter 341, laws of 1901, authorizes the county commissioners to allow to the superintendent of schools a sum not exceeding \$250 in any one year as traveling expenses, provided the salary of such superintendent does not exceed \$1,200 per annum.

CERTIFICATES.

Chapter 160, laws of 1901, provides that the certificate of a state normal school in Minnesota to the effect that the holder has completed the three years' certificate course in that school, shall, when approved by the superintendent of public instruction, entitle the holder to a certificate of the first grade.

TRUANT OFFICERS.

Chapter 156, 1901, amends chapter 226, laws of 1899, and prescribes more definitely the duties of truant officers in relation to the enforcement of the compulsory attendance law.

MISSOURI.—STATE LIBRARY BOARD.

The act of March 20, 1901, creates a State Library Board to consist of five members. The state superintendent shall be a member and *ex-officio* chairman.

Said board shall select, classify and recommend a list of suitable books for school libraries, supplementary reading and school reference books.

For the purpose of purchasing school libraries, supplementary and reference books, district boards of directors shall set aside out of the levy made for incidental purposes, not less than five nor more than twenty cents per pupil enumerated in the district each year, which shall be spent under the direction of the board in purchasing books from the list selected.

FIRE ESCAPES.

Act of March 27, 1901, requires that school buildings of three or more stories be equipped with fire escapes.

COUNTY BOARD OF EDUCATION.

Act of March 9, 1901, provides for a county board of education consisting of three members as follows: 1. The county commissioner of schools; 2. One member appointed by the county court; 3. One member to be appointed by the state board of education, for two years.

This board has power to adopt a course of study for use in all the public schools in the county, except in cities having more than 1,000 children of school age.

They have authority to examine teachers and grant certificates.

They shall arrange for a teachers' institute for a term of not less than ten days.

Attendance upon institutes is made obligatory unless the person is absent attending school at the time the institute is held.

The state board of education shall prepare, for use in the county institutes, outlines of work in school management (including use of course of study and record keeping) methods of teaching the common school branches and general pedagogy.

CONSOLIDATION.

Act of March 22, 1901, provides that three or more common school districts, or village district having less than 200 children of school age, together with two or more adjoining districts, may be consolidated into a new district for the purpose of maintaining both primary schools and a high school.

NEBRASKA—OUT BUILDINGS.

Chapter 61, laws of 1899, requires boards of directors to erect and keep in good repair and in clean and healthful condition at least two separate water closets on each school house site.

FREE ATTENDANCE AT PUBLIC HIGH SCHOOLS.

Chapter 62, laws of 1899, provides for the free attendance at public high schools of such persons as shall have completed the common school course and whose education cannot profitably be carried further in the public school of the district of the pupils residence. The expenses of tuition shall be paid from the general fund in each county.

COMPULSORY ATTENDANCE.

Chapter 67, laws of 1899, makes it unlawful for any parent or guardian to neglect or refuse to cause or compel any person or persons who are or

may be under their control as children or wards to attend some public, private or parochial school for a term of twelve weeks or more during each successive year from the time said children are eight until they are fourteen years of age, unless they are prevented by illness, poverty, inability, or by reason of already being proficient from attending such school. The directors and secretary are charged with the enforcement. The penalty is a fine of not less than \$10 nor more than \$50.

NEW YORK.

Chapter 418, laws of 1900, appropriates \$18,000 for the purpose of carrying out the provisions of law relating to COMPULSORY EDUCATION.

UNIFORM SALARIES.

Chapter 751, 1900, provides for a scale of uniform salaries of teachers in New York City.

Salaries shall be fixed by the board of education, and shall be regulated by merit, grade of class taught, length of service, experience in teaching, etc.

Such by-laws shall establish a uniform schedule of salaries for the supervising and the teaching staff throughout all burroughs, which schedule shall provide for an equal annual increase of salary of such an amount, that no kindergartner, or female teacher of a girl's class other than those teaching grades of the last two years in the elementary schools shall, *after sixteen years of service* in said schools, receive less than \$1,240 per annum, etc., etc.

TEACHERS INSTITUTES AND TRAINING SCHOOLS.

Chapter 418, laws of 1900, appropriates \$50,000 for the maintenance of teachers' institutes (presumably for two years).

The same chapter also appropriates \$80,000 for the training of common school teachers in the academies and union schools designated by the superintendent of public instruction, and for the professional training of teachers in the cities and villages of the state employing a local superintendent of schools.

NORTH DAKOTA—SCHOOL OFFICERS' MEETING.

Chapter 84, laws of 1901, makes it incumbent upon the county superintendent to arrange for and hold meetings with the school officers of his county.

The same chapter provides that each member of the school board shall be paid the sum of \$8 per annum, less \$2 for each regular meeting which he fails to attend.

EXAMINATION OF TEACHERS.

Chapter 85, laws of 1901, makes it the duty of the superintendent of public instruction to prepare or cause to be prepared all questions for the examination of applicants for teachers certificates, both county and state, and to prescribe rules for the conduct of all examinations.

It is also made the duty of the superintendent of public instruction to examine, mark and file all answer papers submitted by candidates for certificates, which answer papers shall be forwarded to him by the county superintendent immediately after the close of each examination.

Superintendent of public instruction may appoint clerical assistants to do such work.

AGE OF APPLICANTS

No certificate shall be issued to any person under eighteen years of age.

No first grade certificate shall be issued to any person who is under twenty years of age, and who has not taught successfully twelve school months.

OHIO.

ACT OF APRIL 16, 1900.

To provide for the centralization of township schools and provide a high school for the same.

SECTION 1. "Centralization" is defined as a system of schools in a township providing for the abolishment of all sub-districts and the conveyance of pupils to one or more central schools.

SEC. 2. Provides for the submission of the question of centralization to the electors of the township district, upon petition of one-fourth of the electors. If more votes are cast in favor of centralization than against it, it becomes the duty of the board to at once carry out said vote by purchasing a site or sites, if necessary, and erect a suitable building.

SEC. 8. Boards of education in township districts organized as provided for by this act are required to maintain and support a graded course of instruction and may include a high school course of not less than two years; they are also required to furnish transportation to and from school, to all pupils living more than three-fourths of a mile from the central building.

TEACHERS' PENSIONS.

Section 3597 of the revised statutes, as amended by act of April 16, 1900, provides for the pensioning of city teachers who shall have taught for a period of thirty years; *provided*, that three-fifths of said time or service shall have been rendered in the public schools of the city where the teacher is engaged at the time of retirement.

The rate of pension to be \$10 for each and every year of service such teacher has rendered—to be paid annually. The teacher is required to contribute to a pension fund not to exceed \$600—or a sum equal to \$20 for each year taught. Two dollars a month shall be deducted from the salaries paid to teachers in cities.

PENNSYLVANIA,

Chapter 37, laws of 1899, empowers school directors of the several townships to exercise the powers of a board of health in each township, and to make rules and regulations to prevent the spread of contagious or infectious diseases.

MINIMUM SCHOOL TERM.

Chapter 26, laws of 1899, extends the minimum school time in any one year to seven months.

SOUTH DAKOTA—STATE SUPERVISION.

Chapter 113, Laws of 1901, provides among other things:

(a) The Superintendent of Public Instruction shall prepare all questions for the examination of teachers by the County Superintendents.

(b) Shall prepare a list of the names of institute conductors, from which list County Superintendents shall select.

(c) Call a meeting of institute conductors once a year.

(d) Shall have power to grant state certificates and state diplomas.

(e) State certificates are valid for five years. Candidates must present satisfactory evidence of three years successful teaching experience and pass a satisfactory examination in the following branches: Algebra, geometry, natural philosophy, physiology and hygiene, drawing, civil government, didactics, general history and American literature. State diplomas may be granted to persons who have had ten years successful experience as a teacher and who are graduates of a reputable college or normal school, and passes an examination in such branches as may be selected by the Superintendent.

(f) The fee for state certificates is \$5 and for state diplomas \$10—one-half to be returned in case of failure.

COUNTY SUPERVISION.

(a) No first or second grade certificate shall be issued to any person under eighteen years of age; no third grade to any person under seventeen.

(b) County Superintendent shall require the district school officers of his county to assemble at one or more convenient locations, between the first days of December and April, for the purpose of discussing questions relative to their official powers and duties.

(c) May close any school on account of contagious disease.

(d) Shall examine the accounts of district officers and advise them as to the proper form of keeping such accounts.

(e) The County Superintendent shall receive five cents per mile each way for every mile necessarily traveled in attending County Superintendent's meetings.

COMPULSORY ATTENDANCE.

Parents and guardians are required to send children between the ages of eight and fourteen years to some public day school at least twelve weeks each year.

The penalty is a fine of not less than \$10 nor more than \$20 for each offense. Like attendance and pursuit of same studies at a private day school is a compliance. Attendance is excused when the child's physical or mental condition is such that in the opinion of a competent physician such attendance is inexpedient.

EMPLOYMENT OF CHILDREN.

The employment of any child between the ages of eight and fourteen years, in any mine, workshop or mercantile establishment is prohibited.

WISCONSIN.

Chapter 357, laws of 1901, authorizes boards of directors in cities to elect a superintendent for three years.

The superintendent shall be an advisory member of every committee.

TRANSPORTATION.

Chapter 351, laws of 1901, amends section 430, *laws of 1898*, by giving the annual meeting power to vote a tax for the purpose of providing for the

free transportation of any or all children residing in the district, by most direct route, to and from the school house in the district.

EXAMINATION OF TEACHERS.

Chapter 439, laws of 1901; (a) makes it unlawful for any county superintendent to endorse a certificate issued by another superintendent, nor to extend the life of any certificate beyond the limits fixed by law; (b) provides for the preservation of examination papers by the county superintendent.

INSPECTION OF HIGH SCHOOLS.

This chapter also provides for the appointment, by the state superintendent, of two persons to assist him in inspecting and supervising the state graded and free high schools.

COURSE OF STUDY.

The same chapter also requires the state superintendent to prepare a course of study suitable to be pursued by all state graded schools. This course of study shall be followed by all state graded schools, as one condition of receiving special state aid.

First class graded schools receive \$300 annually from the general fund of the state. Second class graded schools receive \$100 annually.

HEALTH INSPECTION.

Chapter 225, 1901, makes it the duty of local boards of health to inspect the school houses and public buildings within the district over which they have jurisdiction. Chapter 349 requires that school houses more than two stories high be provided with fire escapes.

CHAPTER IV.

IOWA STATE TEACHERS' ASSOCIATION.

MINUTES OF FORTY-SIXTH ANNUAL SESSION
DECEMBER 26-28, 1900.

REPORT OF COMMITTEE OF TWELVE.
REPORT OF COMMITTEE ON RESOLUTIONS.
REPORT FROM EDUCATIONAL COUNCIL.
OTHER TEACHERS' ASSOCIATIONS.

IOWA STATE TEACHERS' ASSOCIATION.

FORTY-SIXTH ANNUAL SESSION—DECEMBER 26, 27, 28, 1900.

WEDNESDAY EVENING, DECEMBER 26.

W. F. Chevalier of Red Oak, chairman of the executive committee, called the association to order. The invocation was given by the Rev. J. E. Cathell, which was followed by music by the boys of the East Des Moines schools. Principal W. O. Riddell, of the West Des Moines High School, was introduced and gave the president's annual address. Mrs. Margaret Weber then sang "The Flowers Are All Aglow, My Love." On account of sickness, President W. R. Harper, of Chicago University, was unable to be present, but Dr. Small, of the same institution, gave an address upon "Sociological Elements in Education." President Riddell appointed the following committees:

RESOLUTIONS.

Dr. Thos. Nicholson, Mt. Vernon.	Supt. F. H. Bloodgood, Waterloo.
Pres. W. M. Beardshaer, Ames.	Prof. D. S. Wright, Cedar Falls.
County Supt. Agnes J. Robertson, Cherokee.	Supt. C. C. MaGee, Carroll.
Supt. H. E. Kratz, Sioux City.	Prof. Amos. N. Currier, Iowa City.
Prin. W. C. Van Ness, Denison.	County Supt. J. B. Shorett, Harlan.

PRESIDENT'S ADDRESS.

Prin. Abbie S. Abbott, Cedar Rapids.	Pres. H. H. Seerley, Cedar Falls.
Prin. M. A. Reed, Woodbine.	Miss Cordelia Kyle, Des Moines.
Prin. Eugene Pierce, Ottumwa.	Mrs. E. B. Wilson, Jefferson.
Prin. J. F. McCowan, Marshalltown.	Supt. W. I. Simpson, Sheldon.
Miss Evelyn Miller.	

LEGISLATION.

To serve one year on account of the resignation of A. A. Taylor, County Supt., G. U. Gordon, Clinton.	To serve three years, Supt. W. N. Clifford, Council Bluffs.
	Supt. A. W. Stuart, Ottumwa.

TEACHERS' POSITIONS.

Prof. Hill M. Bell, Des Moines.

FINANCE.

Supt. H. C. Hollingsworth, Albia.

THURSDAY MORNING, DECEMBER 27.

Meeting was called to order by President Riddell. Prayer was offered by Rev. H. O. Breeden, of Des Moines, after which "Coronation" was sung, led by Miss Harriet Garton, of East Des Moines, who had charge of the music for the Association.

The report of the Legislative Committee was called for, but they had no report to make.

Supt. D. M. Kelley, of Cedar Falls, read a paper on the subject "Some Moral Questions for the Schools." The discussion was led by Supt. J. E. Williamson, of Fairfield.

A paper on "The School of the Twentieth Century" was read by Supt. S. H. Sheakley, of Des Moines. The discussion of the first paper was continued by Mr. Coleman, at the request of Mr. Tolle, after which a "Motion Song" was given by the primary pupils of East Des Moines.

An address upon "Arithmetic, and How to Teach It," was given by Supt. W. W. Speer, of Chicago, the discussion of which was led by A. W. Rich, of Cedar Falls.

On motion of Mr. Simpson, the time which Mr. Rich had for the discussion of this paper was extended ten minutes.

Prof. Nicholson gave a report of the Committee of Twelve, on "High School Course of Study and High School Manual."

On motion of Supt. J. J. Dofflemyer, of Marion, all the committee asked for was granted.

Supt. Sheakley gave a twenty-four-hour notice of a proposed amendment to the Constitution of the Iowa State Teachers' Association, as follows:

Resolved, That Article 7 of the By-Laws of the Iowa State Teachers' Association be stricken out and the Article now numbered 8 be numbered 7.

The following by Supt. F. T. Oldt, of Dubuque, was read and adopted:

Resolved, That whenever the Committee of Twelve, which is charged with the preparation of a high school manual, shall have so matured the work as to convince the Executive Committee of the General Association that it is worthy of publication, said Executive Committee is hereby instructed to allow a sum not exceeding \$250.00 for its publication and distribution.

THURSDAY EVENING, DECEMBER 27.

Meeting was called to order by President Riddell, after which prayer was offered by Rev. J. A. Wirt. The following musical program was then rendered: "A Voice of Western Winds," and a "Boat Song," by the Girls' Glee Club of East Des Moines. Miss Grace Lavinia Clark sang "When Celia Sings" and "The Maids of Cadiz." Simpson College Glee Club sang "The Red and Gold," "Annie Laurie" and were enthusiastically encored.

The address of the evening was given by Dr. Newell Dwight Hillis, of New York, on the "Quest of Happiness and Influence."

FRIDAY MORNING, DECEMBER 28.

The meeting was called to order by President W. O. Riddell, of Des Moines. "The Battle Hymn of the Republic" was sung, led by Miss Garton, of East Des Moines. Dr. Beardshear, of Ames, then made an announcement in regard to the National Educational Association of 1901, to be held in Detroit.

On motion of Supt. Kratz, of Sioux City, Dr. Beardshear was appointed N. E. A. Director for Iowa.

A motion made by Supt. H. E. Kratz that not to exceed \$100.00 should be allowed by the State Association, for the maintenance of the Iowa headquarters of the N. E. A., was lost.

The report of the Committee on President's Address was given by Prin, Abbie S. Abbott, of Cedar Rapids, and adopted on motion of Supt. A. B. Warner.

The report of the Secretary from the Educational Council was given by Prof. M. F. Arey, and adopted on motion of Supt. A. V. Storm.

The Committee on Resolutions made its report, which was adopted on motion of Supt. H. C. Hollingsworth, of Albia.

A paper on "Iowa High Schools," was given by President R. C. Hughes, of Tabor College. This paper was discussed by Principal W. D. Wells, of Davenport, and Principal G. A. Axline, of Humeston. President H. H. Seerley, of Cedar Falls, gave an address upon "Etiquette of the Profession," discussed by Supt. A. W. Merrill, of Waverly. The seventh grade pupils of the East Des Moines schools then gave two fine selections of music, which were highly appreciated by all. Miss Mary A. Blood, Principal of the Columbia School of Oratory, was then introduced and gave a paper on "Reading."

The State Superintendent's annual address was then given by the Hon. Richard C. Barrett.

FRIDAY AFTERNOON, DECEMBER 28,

Song, "Iowa, Beautiful Land," (words by Tacitus Hussey, of Des Moines, music by Judge Towner, of Corning), was sung, led by Miss Garton and the Ladies Club of East Des Moines.

Short talks on "Kindergarten," were given by H. H. Seerley, "The Next Step Forward," Supt. F. T. Oldt, "Kindergarten," and Mrs. A. L. Frisbie, on "The Kindergarten From a Mother's Standpoint." The discussion was continued by Miss Phillips, of Des Moines, and Supt. A. V. Storm, of Cherokee.

The following telegrams were received:

YANKTON, S. D., December 27, 1900.

State Teachers' Association, Des Moines, Iowa:

The State Teachers' Association, of South Dakota send greetings and best wishes.
(Signed) S. C. HARTRANFT, *President.*

MILWAUKEE, Wis., December 28, 1900.

Iowa State Teachers' Association, Des Moines, Iowa:

The Wisconsin Teachers' Association (1,200 strong), sends greetings.
(Signed) W. M. PARKER, *President.*

LINCOLN, NEB., December 27, 1900.

Iowa State Teachers' Association, Des Moines, Iowa:

The Nebraska State Teachers' Association with its record-breaking enrollment, sends greeting to its sister state on the east.
(Signed)

PRESIDENT OF THE ASSOCIATION.
ST. PAUL, MINN., December 27, 1900.

Iowa State Teachers' Association, Des Moines, Iowa:

The Minnesota State Teachers' Association (1,800 strong), sends greeting to the teachers of Iowa.
(Signed)

BY THE PRESIDENT.

An address by President Geo. E. MacLean of the State University, "The Iowa Educational Creed and Deed," was then given; this was followed by music from the Ladies' Club of East Des Moines. W. H. Council, Presi-

dent of the Agricultural and Mechanical College of Normal, Alabama, addressed the Association upon "The Negro As He Is."

The report of the Committee on Finance was then given by Professor M. F. Arey, and adopted on motion of County Superintendent Morrissey of Marshall county.

The Treasurer, Professor G. W. Sampson of Cedar Falls, gave his report which was accepted on motion of Professor A. W. Rich of Cedar Falls

President H. H. Seerley of Cedar Falls made a motion that the Executive Committee make arrangements hereafter that the committee on "Teachers Positions" have a place of meeting where teachers wanting positions might meet them.

The following report was given by the Committee on Nominations, and adopted on motion of Superintendent Amos Hiatt of East Des Moines.

The Nominating Committee beg leave to submit the following nominations; President, A. W. Stuart, Ottumwa; First Vice-President, Professor J. P. Huggett, Coe College; Second Vice-President, Principal E. U. Graff, Red Oak; Third Vice-President, County Superintendent E. C. Lillie, Buchanan county. Member Executive Committee, Superintendent H. E. Kratz, Sioux City. Secretary, Professor W. F. Barr, Des Moines; Treasurer, Professor G. W. Samson, Cedar Falls. Members Educational Council, Superintendent A. T. Hukill, Waterloo, and Superintendent G. E. Finch, West Union.

GEORGE CHANDLER, *Chairman.*

S. L. THOMAS, *Secretary.*

The chair then appointed Professor G. W. Samson and Superintendent W. F. Chevalier, to escort the new President, Superintendent A. W. Stuart of Ottumwa, to the platform, who most cordially thanked the Association for the honor. Principal W. D. Wells made a motion that a committee of three, on Necrology, be appointed for the past years report. The chair appointed Principal W. D. Wells of Davenport, President H. H. Seerley of Cedar Falls, and Superintendent E. N. Coleman of Ft. Dodge. On motion of Professor M. F. Arey the incoming President is to choose a committee of three on Necrology to report at next years meeting.

Superintendent Coleman of Ft. Dodge moved to reconsider the motion of the morning session, "that a sum, not to exceed \$100.00 be allowed the director to maintain an Iowa Headquarters, at the N. E. A. at Detroit," and the motion for a reconsideration was carried.

On motion of Principal W. D. Wells of Davenport, the original motion was amended by adding the following: "and a detailed report of the expenditures of this fund be made by the Executive Committee to the General Association."

On motion of County Superintendent Morrissey of Marshall county, the Association adjourned, *sine die*.

W. O. RIDDELL, *President.*

CARRIE M. GOODELL, *Secretary.*

REPORT OF THE COMMITTEE OF TWELVE ON HIGH SCHOOL COURSES OF STUDY AND HIGH SCHOOL MANUAL.

To the Members of the General Association Iowa State Teachers' Association:

Your committee according to instructions had 600 copies of the Final Report, containing

the course of study adopted last year, printed in the month of January. These have been exhausted for some time. The demand was unexpectedly large and the interest in the report has been lively.

We have been working on the Manual during the year. A sub-committee consisting of Professor J. H. T. Main, Professor J. J. McConnell and Miss Lydia Hinman began the work of securing the proper discussion of the various subjects early in the year. About twenty-five of the leading educators and specialists of the State were enlisted and much valuable matter has been furnished. At a meeting in November the committee thought it wise to secure the largest possible range of view on the various matters and subjects, and accordingly concluded to make a list of about one hundred of the best known superintendents, principals, and teachers in the State, and send out to them sections of the Manual containing the "write up" on subjects in which they were most interested and upon which they might be supposed most competent to pass judgment. The replies to these requests have been prompt, the criticisms have been valuable and the suggestions often of much weight. It is gratifying to the committee that the main tenor of the replies indicate satisfaction with the material as a whole. It is the purpose of the committee to give careful attention to these and other like suggestions, to have the reports revised in the light thereof and to spare no pains to make the Manual as practical and as helpful as possible.

The course of study adopted by this body last year was the result of much deliberation. It was not claimed as an absolutely ideal course, but it was considered a practical one, and possibly the best that could meet the diversity of interests and pass in our present educational conditions. Some misapprehension seems to prevail in certain quarters about the relations of this course to college entrance requirements. The committee said last year that the spirit of the colleges was to require subjects which they can get rather than those which they desire, provided the work is shown to have sound educational value and is sufficient in kind and quality. There was no promise that any possible election of High School Course from the subjects named would admit to all college courses without respect to the requirements for admission in the particular course, but there are some things which may in truth be said—Let us note:

1. Should a student take the course as outlined including four years of Latin and electing two years of Greek, German or French, and the solid Geometry, he could be admitted without conditions to any course in any one of the sixteen colleges of the College Department of the Association.

2. Should he take the four years of Latin and the full electives, inclusive of a second language, he could be admitted Freshman, credited ahead for his Solid Geometry, Trigonometry or Science, taken instead of the Greek, German or French, but conditioned on the required second language, so that his credits against college electives would fully offset his language deficiencies, and the student only have four years of college work. All the colleges have not yet adjusted themselves to this new condition, but the committee has assurances that all or at least all but one or two of them will do so in the very near future, if the High Schools continue to accept and work to the course. A little time must be allowed to colleges for readjustment as well as to the High Schools.

3. Realizing that the aim of the High School cannot wholly or chiefly be to fit for college and that, as a rule, the student will not remain more than four years in High School and four years in college, the course is so arranged that any student who completes and thoroughly prepares upon any course that can be framed out of the course and options outlined in the report of this committee last year, can enter the Freshman Class of any College of the College Department in some one or more of its courses, and that his work can be so adjusted that a student of ordinary ability can complete his college courses and any temporary conditions that may be imposed in four years of college work. We feel that this is all that can reasonably be asked at this time. The colleges propose to accept the High School course as a substantial *quid pro quo* for some one course, but do not contract to accept from high schools any possible combination of subjects for entrance to any possible course, any more than they accept from their own preparatory schools the subjects set down for the Scientific Course as full entrance requirements for their Classical Course. Their own academy students would be required to bring up the Greek, after entrance to the Freshman Class, if they insisted on having the A. B. degree. Should any college make a higher requirement than here stated, or a different one, it is pledged to expressly state such fact in its annual catalogue, and we are assured that not more than one or at most two colleges will have any disposition so to do. This will be a great step toward complete unification.

It is not to be expected that everybody will agree with every paper in the Manual or entirely with the course of study as laid down. We should never do anything if we waited for absolute agreement; but we are confident that it is the judgment of the great majority of those who have had opportunity to judge, and that it will be the judgment of the majority of teachers

interested, that this Manual will be a valuable contribution to High School progress in Iowa and that it will be a real aid to scores of High School teachers and to School Boards. In addition to the outline of subjects there will be chapters on important subjects relating to the general work by President Seerley, Professor McConnell, Mr. Dorcas, of the S. U. I., and an introduction by State Superintendent Barrett.

We ask that the committee be continued, that it be authorized to complete its work, and to fully prepare the Manual for publication.

Respectfully submitted in behalf of Committee.

THOMAS NICHOLSON, *Chairman.*

REPORT OF COMMITTEE ON PRESIDENT'S ADDRESS.

It is the opinion of your committee that the address of President Riddell is a clear and able review of the educational achievements of the century, now closing, and a timely expression of what we may hope for the future. We briefly emphasize the following points:

First: It pays fitting tribute to the pioneers of education, those who worked to secure "an absolutely free school for every child in the nation and a competent teacher in every school."

Second: It recognizes the influence of Kindergarten work in modern education.

Third: We commend the suggestion that "the high school that is doing the most for the community, that supports it, is the best high school," also the thought that the work of the high school should be so arranged as to inspire its students to prepare themselves for the best mission they can fulfill in life.

Fourth: We indorse the idea "that making things too easy for boys and girls at school and at home will result in taking the fiber out of the nation."

Fifth: The address shows clearly the evils of the sub-district system and suggests as one remedy "free transportation to pupils to central schools."

Sixth: We indorse the following fundamental truths: "The teacher is of more consequence than the system." "A clean and beautiful school room is a refining influence, hardly less potent than the presence of a cultivated and high souled teacher." "It is of less consequence, what a boy knows, than what he is." "The school cannot take the place of the home." Finally we commend the earnestness, sincerity and liberal spirit of the address.

ABBIE S. ABBOTT,
H. H. SEERLEY,
CORDELIA KYLE,
M. A. REED,
W. I. SIMPSON,
EUGENE C. PIERCE,
Committee.

REPORT OF COMMITTEE ON RESOLUTIONS.

Your Committee on Resolutions beg leave to report, First: That we hereby extend our thanks to the citizens of Des Moines for the work of the Association without expense to this body and for their manifold courtesies. Second, that we thank Miss Harriet Garton, the Simpson Glee Club, and other persons for the excellent music furnished, thereby adding to the pleasure of the Association. Third, that we extend our thanks to the press of Des Moines for their untiring efforts to give a complete and accurate report of all the proceedings of this body. Fourth, that we extend our thanks to the executive committee, the officers and the standing committees for their faithful work, caring for the interests of the Association in all its various departments. Fifth, that hereafter the Chairman of the Executive Committee shall be allowed a sum, not exceeding \$50.00, with which to employ a stenographer or clerk who will assist him in the arduous details of his office. Sixth, Whereas the Association is any year liable to meet conditions, arising from such unforeseen circumstances as an unprecedented storm, a railroad strike, or other such things as would make it impossible for the given year, therefore resolved, that we instruct the Executive Committee to place the sum of \$100.00 annually in a reserve fund, which may be used, ONLY, in such an emergency and which may be paid out, ONLY, by the vote of the General Association, as it is unwise to create a large fund which might become injurious to us in various ways. We further instruct the Executive Committee to report the principal and interest in this reserve fund, at each annual meeting, and to invite our special action upon the matter, whenever it shall amount to \$1,000.00. Seventh, we note with

pleasure the ever widening influence of the public and traveling library, and also of the efforts now being made in our state in the direction of centralization, and the transportation of pupils in rural districts, and we most cordially invite the careful painstaking and sympathetic investigations of these movements by all teachers and school boards, but especially of those who are charged with the care of districts which would be affected by it.

THOMAS NICHOLSON,
W. C. VAN NESS,
F. H. BLOODGOOD,
W. M. BEARDSHEAR.

REPORT OF FINANCE COMMITTEE TO THE IOWA STATE TEACHERS' ASSOCIATION.

Your committee beg leave to report that the books and vouchers of the treasurer have been carefully examined and found to be correct, and the balance on hand in the treasury corresponds to the balance found in his books, namely, three hundred fifty-two dollars and twenty-two cents (\$352.22).

The following bills have been presented:

1. Thos. Nicholson, printing.....	\$ 3.00
2. Lura Phillips, Rd. and Phys. Tr. R. T.....	2.75
3. C. P. Colgrove, postage.....	1 62
4. Snyder & Hurd, printing.....	4.50
5. Carrie M. Goodell, salary, postage and envelopes.....	28.30
6. S. H. Sheakley, carriage.....	.75
7. M. F. Arey, postage secretary, Ed. C.....	1.00
8. J. L. Z. (Pen and Dr. Section) postage.....	1.10
9. Prof. Freer, report of Ed. council committee for 1899 and 1900.....	26.48
10. W. F. Chevalier, executive committee.....	534.25

All of the above bills have been investigated and approved, and their payment is recommended. Respectfully submitted,

M. F. AREY,
W. D. WELLS,
Finance Committee

TREASURER'S REPORT, DECEMBER 21, 1900.

Receipts.

Balance last report.....	\$ 250.27
Enrollment fees.....	1,355.00
Savery Hotel Co.....	25.00
Des Moines citizens.....	90.00
Total.....	\$1,720.27

Paid.

For lectures.....	\$ 299.25
For printing.....	481.40
For secretary's salary and expense.....	60.05
For hall rent.....	90.00
For monograms and electros.....	4.39
For expenses Thos. Nicholson.....	22.45
For West Supply Co., buttons.....	21.39
For R. R. secretary.....	10.30
For enrolling committee.....	31.75
For prizes.....	35.00
For W. M. Beardshear, N. E. A.....	100.00
For W. O. Riddell, expense local committee.....	8.75
For executive committee expenses.....	182.47

For legislative committee, per Henry Sabin	19.89
For postage to date.....	.96
Total.....	\$1,368.05
Balance on hand.....	352.22
Total.....	\$1,720.27

Respectfully submitted,

G. W. SAMSON, *Treasurer.*

REPORT OF THE SECRETARY OF THE EDUCATIONAL COUNCIL.

DES MOINES, IOWA, December 27, 1900.

Final action was taken upon the following portions of the report of the Committee on Examinations—School, College Entrance and Teachers. That part pertaining to Teachers was reported back to the committee for another year's consideration.

FINAL REPORT OF THE SECOND YEAR COMMITTEE OF THE EDUCATIONAL COUNCIL OF THE IOWA STATE TEACHERS' ASSOCIATION.

TOPIC: EXAMINATIONS—SCHOOL, COLLEGE ENTRANCE AND TEACHERS.

I. Introductory.

1. Definitions.

- 1) Examinations are written or oral exercises employed to assist in ascertaining the scholarship, the general ability, and the reserve power of those examined, or to determine their fitness to enter upon new courses of study or to perform particular duties.
- 2) "Examinations may be described as systematic and logically pursued tests of the knowledge and capacity of the persons examined, made by one who has an intelligent understanding of the subject."
- 3) "An examination is simply a focusing and a systematizing of that process which has been going on more diffusely every day of the school term."

2. The legitimate objects of examinations are:

- 1) As a test
 - (1) Of the knowledge and power of the one examined.
 - (2) Of the value and thoroughness of the instruction imparted.
 - (3) Of the ability of the pupil to use what he has learned.
- 2) As a means of information
 - (1) Of the fitness of candidates to take up certain studies or to enter upon a special work.
 - (2) To obtain desirable data for reports and records.
 - (3) To aid in grading and classification.
- 3) As an educational process
 - (1) To cultivate the ability to think clearly.
 - (2) To train in the art of correct and elegant expression.
 - (3) To develop the power of concentration and of working under pressure.

3. Limitations and observations.

1) It is conceded

- (1) That the examinations are not the only test of proficiency.
- (2) That the advantages of examinations are not always realized and that satisfactory results have been obtained in some schools where formal examinations have been discontinued.
- (3) That examinations are valuable or harmful according to the spirit and intelligence and skill which direct them.

2) It is recommended

- (1) That examinations should not be frequent, nor unreasonable in character.
- (2) That examinations should be so conducted as to relieve pupils in a large measure of physical discomfort and mental disquietude.
- (3) That the examination should not be so over-valued as to create the impression that it is more important than regular school work.
- (4) That the moral sentiment of the school should be good and that pupils should not be tempted to cheat, either by a careless manner in conducting the examination, or by assigning an artificial value to its result.

3) Furthermore

- (1) Wisdom and good judgment must be exercised in the preparation of questions and discrimination and a kindly spirit are necessary in the grading of answers.
- (2) Examinations should seek for general principles rather than for specific facts, for comprehensive statements rather than isolated details.
- (3) A combination of the daily work and the examination will best determine pupils' competency and their fitness for promotion.

4. Benefits of examination to those examined under limitations and conditions as above will

1) Increase power

- (1) In applying principles to new phenomena and facts.
- (2) In discriminating between the essential and non-essential; the important and unimportant; the general and particular.
- (3) In combining the disconnected and fragmentary into a vital, organic unity.
- (4) In commanding knowledge and utilizing reserve force.

2) Augment knowledge

- (1) By furnishing opportunity of impressing it more deeply through repetition.
- (2) By inculcating in pupils a habit of testing their own work, thereby;
 - (a) Either confirming a high standard of scholarship and thus inviting to further acquisition, or,
 - (b) Stifling conceit and thus causing more strenuous exertion.

II. School Examinations.

1. When the examination is made to form the chief basis for promotion, it is harmful and pernicious.

2. Written work is to be commended as a helpful adjunct in school work, and is essential to best results.

3. The complex question of promotion of pupils belongs with the teacher, for no one else has the intimate knowledge essential to a correct judgment. If he lack in ability or integrity, the only real remedy lies in a change of teacher.

4. The examination as a school exercise used to arouse the interest of the pupils offers very little that is good, frequently sets up false standards of success, and perverts the work of the school.

5. While the results of examinations may disclose in some measure the efficiency of the teacher's instructions, his real worth is shown by the growth in character, knowledge, skill and power of the pupil while under his care.

Submitted by members of sub-committee.

W. F. BARR,

CORDELIA KYLE,

S. H. SHEAKLEY,

GEORGE S. DICK,

W. A. DORON,

A. V. STORM,

E. N. COLEMAN,

Chairman.

III. College Entrance Examinations.

1. All persons applying for admission to college may be classified as follows:

- (1) Students from secondary schools not giving full or thorough preparation, from private tuition, or self instruction.
- (2) Students from standard or accredited secondary schools.

2. Students of the first class mentioned above should be examined as provided for by the college to which they desire admission. Uniformity of entrance requirements is highly desirable, but the discussion of this point is not included in the subject of examinations. Attention is called to the work of the Committee of the National Education Association on College Entrance Requirements, of the Iowa Committee on Unification of College Entrance Requirements, and the Iowa Committee of twelve on High School Course and Manual. The time, place and manner of holding examinations is a matter for the individual college.

3. (1) By a standard or accredited school, is meant a High School, Academy, or Preparatory School, in which the course of study and character of instruction is known to be such as to reasonably prepare its graduates to enter the freshman class of a standard college.

(2) The plan of an accredited secondary school list is approved, and the following suggestions made:

- (1) Such a list should be, so far as possible, the result of personal visitation and inspection.
- (2) There should be no permanent list. The list should be subject to yearly revision.

- (3) The grade of work actually done by graduates of accredited schools in college should effect the standing of such accredited schools.
- (4) Colleges should reserve the right to examine students from accredited schools in one or more branches, not as a condition of admission, but as a test of power and general scholarship, and as a basis for advice to such students in the selection of studies and the arrangement of courses. The studies of first importance for such examinations are English and mathematics.
- (5) Colleges should reserve the right to examine and re-classify any student admitted from an accredited school whose work, at the end of a reasonable time, is found unsatisfactory.
- (6) Some definite plan for the permanent maintenance and annual revision of the accredited list should be formulated by the General Association or by the College Section and Secondary Department in co-operation.
- (7) The fullest recognition should be given to the work already done by the committee upon Unification and by the State University, and the results of their work fully adopted for the present, and made the basis for further work, either by the same agencies or such other as may be instituted hereafter.

Respectfully submitted,

M. F. AREY,
Secretary.

The association of 1900 was one of the most successful in its history. Large and appreciative audiences were present at all of the sessions. About twelve hundred enrolled.

OTHER TEACHERS' ASSOCIATIONS.

Since the publication of the last biennial report, associations have been held at Ottumwa, Sioux City, Clinton and Council Bluffs in 1900; and at Grinnell and Sheldon in 1901. These have been largely attended, inspirational in character, and productive of great good. Other similar associations will be held at Cedar Rapids and Council Bluffs in October of this year.

The addresses, papers, and discussions at these meetings were of a high order, and we think some greater effort should be put forth to preserve them. Properly, the proceedings of all of the state's great educational meetings, including the state association should be printed at the expense of the state, bound in a single volume, in sufficient numbers to supply those desiring copies. In no better way can we hope to preserve the educational history of the present day.

The State of Iowa was honored in 1901 by the election of President Wm. M. Beardshear of Ames to the presidency of the National Educational Association. The annual meeting for the year was held at Detroit, Michigan, in July and was attended by several hundred teachers and friends.

The following resolutions adopted by the association are given to show the trend of education in the United States.

DECLARATION OF PRINCIPLES.

The National Educational Association, now holding its fortieth meeting in the city of Detroit, and representing the teachers and friends of education throughout the country, makes the following statement of principles:

1. The problem of elementary education is the most important problem with which the state must deal. The progress and happiness of a people are in direct ratio to the universality of education. A free people must be developed by free schools. History records that the stability of a nation depends upon the virtue and intelligence of the individuals composing the nation. To provide for the universal education of youth is the duty of every state in the union.

All the residents of the territory under the direct control of the general government, including the Indian territory, Alaska, and our new possessions, must receive the benefits of free education at the hands of the government. We note with satisfaction the steps that have been taken by the present administration to place the blessings of American free schools within the reach of all the children of all the peoples under our flag.

2. The Bureau of Education, under the direction of William T. Harris, commissioner of education, has rendered invaluable service to the cause of education throughout the United States. It is the judgment of this association that the powers of this bureau should be greatly enlarged, and that the general direction of public education in all the territory of the United States, not under state control, including our new possessions, should be part of the duties of the bureau. In no other way can the general government so quickly, economically, intelligently, and safely carry the benefits of popular education to the peoples ~~for~~ whose education it is immediately responsible.

3. We reiterate the statement that the public school should be the center of the educational life of the community in which it is located. Especially should this be true in rural districts. Here should be found the public library for the use of all; here the educational extension courses should draw the old and the young; here may literary and social meetings be held which will tend to uplift the mental, social and spiritual life of the people. Freed from the ravenous influence of partisan politics, untouched by the narrowness of rigid sectarianism, the public school should become the real center of the broader intellectual life, the educator of men and women beyond the school age, as well as the guide of childhood and youth.

4. The subjects that may properly be taught in the elementary schools include those that bear upon the ethical, physical, and aesthetic nature of the child, as well as his purely intellectual nature. Sob~~er~~, industrious,

intelligent, honest, cultured citizenship should be the result of public school training in the United States.

5. Our system of education will not be wholly free until every grade of school, from the kindergarten to and including the university, shall be open to every boy and girl of our country.

6. The liberality of men of wealth in making large donations to institutions of learning is to be strongly commended and encouraged. At the same time it should be borne in mind that popular education rests upon the people and should look to them for its chief support and control. The relation between state and local support should be so adjusted that communities will maintain a deep and abiding interest in their schools.

7. The public school system of a state should be a unit from the kindergarten to and including the university, and all private institutions should endeavor to work in harmony with the ideals of public education so far as their special purpose will permit them. In order that public and private institutions of learning may more fully co-operate in the general work of education, the relation between these institutions should be more clearly defined than it is at the present time.

8. Legislation with respect to public education must not wait for public sentiment. It should lead public sentiment when necessary. Experience teaches that what people are compelled by law to do with respect to schools they readily learn to do without compulsion, but that they are usually slow to demand reforms which involve increased taxation. School legislation should, therefore, be under the general direction of educational experts.

9. The National Educational Association recognizes the principle that the child has the same right to be protected by law from ignorance as from abuse, neglect, and hunger, and it therefore records with approval that many of the leading states of the union have compulsory education laws upon their statute books.

10. While many cities have at least partly solved the problem of school supervision, in most rural communities the problem is almost wholly unsolved. Close, constant, expert supervision of schools in both city and country is imperatively demanded, not only on account of the large financial interests involved, but also on account of the supreme importance of the teacher's work and the lack of a well-rounded preparation on the part of many teachers.

11. The National Educational Association watches with deep interest the solution of the problem of consolidating rural schools and transporting pupils at public expense, now attempted in many of our states. We believe that this movement will lead to the establishment of township and county high schools, and thus bring more advanced education to rural communities. We also believe that supplementary state support of rural high schools is in the highest interest of the entire state.

12. The state should support and control institutions whose object is the preparation of teachers for the public schools. Normal schools free to persons preparing to teach are an absolute necessity in a perfected system of education.

13. No one should be placed in charge of a school who has not been previously trained for the work of teaching. The plan of issuing teachers' certificates of low grade year after year is at best a makeshift and should be

discontinued whenever the state is sufficiently advanced in education to warrant its discontinuance. There should be a limit to the length of time a person can serve as an apprentice in the vocation of teaching.

14. We believe that the standards for school architecture, including the proper seating, heating, lighting, ventilation, and ornamentation of school buildings, should be as definite as the standards for teaching. The law should fix the dimensions and all other requirements of school buildings, as well as the size and character of school grounds.

15. The National Educational Association declares in the preamble to its constitution that its objects are "to elevate the character and advance the interests of the profession of teaching, and to promote the cause of popular education in the United States," and we again promise that the best efforts of this association and its members shall be given to the furtherance of these objects, in the firm conviction that in no place can we serve our country better than in her schools.

CHAPTER V.

THE EDUCATION OF IOWA TEACHERS.

STATISTICS RELATING TO TEACHERS.

**MAP GIVING DATA FURNISHED BY COUNTY SUPER-
INTENDENTS.**

WHERE IOWA TEACHERS WERE EDUCATED.

THE EDUCATION OF IOWA TEACHERS.

The following tables were prepared from special reports submitted by county superintendents.

Of the 18,906 teachers necessary to supply the schools of the state in 1900, 6,367 were graduates of the schools enumerated and 6,616 had attended without graduating. Woodbury county failed to send a report, and it is not included in the above statement. Including from that county graduates and non-graduates who have attended higher schools of learning, there are found to be nearly six thousand persons teaching who have received only such scholastic instruction as is provided in the rural schools and the smaller cities and towns.

STATISTICS RELATING TO TEACHERS.
WHERE IOWA TEACHERS WERE EDUCATED.

COUNTIES.	NUMBER OF LICENSED TEACHERS WHO ARE GRADUATES OF—										NUMBER OF LICENSED TEACHERS WHO HAVE ATTENDED WITHOUT GRADUATING.													
	The State Uni- versity, Iowa		The State Nor- mal School, Cedar Falls.		Agricultural Col- lege, Ames.		Accredited high schools, semi- naries or acad- emies.		Private normals or denomina- tional schools of Iowa.		Any higher in- stitutions out- side of Iowa.		The State Uni- versity.		The State Nor- mal School.		Agricultural Col- lege.		Accredited high schools, semi- naries or acad- emies.		Private normals or denomina- tional schools of Iowa.		Any higher in- stitutions out- side of Iowa.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Adair.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adams.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Allamakee.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Appanoose.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Audubon.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Benton.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black Hawk.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Boone.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bremer.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Buchanan.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Buena Vista.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Butler.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Calhoun.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Carroll.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cass.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cedar.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cerro Gordo.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cherokee.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chickasaw.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Clarke.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Clay.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Clayton.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Clinton.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Crawford.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dallas.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Davis.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

STATISTICS RELATING TO TEACHERS—CONTINUED.

COUNTIES.	NUMBER OF LICENSED TEACHERS WHO ARE GRADUATES OF—										NUMBER OF LICENSED TEACHERS WHO HAVE ATTENDED WITHOUT GRADUATING.																
	The State Uni- versity, Iowa		The State Nor- mal School, Cedar Falls.		Agricultural Col- lege, Ames.		Accredited high schools, semi- emies or acad-		Private normals or denomina- tional schools of Iowa		Any higher in- stitution out- side of Iowa.		The State Uni- versity.		The State Nor- mal School.		Agricultural Col- lege.		Accredited high schools, semi- emies or acad-		Private normals or denomina- tional schools of Iowa.		Males.		Any higher in- stitution out- side of Iowa.		
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	
Decatur.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Delaware.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Des Moines.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dickinson.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dubuque.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Emmet.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gayette.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Floyd.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Franklin.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Fremont.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Greene.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grundy.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Guthrie.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hamilton.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hancock.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hardin.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Harrison.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Henry.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Howard.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Humboldt.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ia.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Iowa.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jackson.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jasper.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jefferson.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Johnson.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jones.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Keokuk.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

SUMMARY

WHERE IOWA TEACHERS WERE EDUCATED

NUMBER OF LICENSED TEACHERS WHO ARE GRADUATES OF—		
	Males.	Females.
The State University, Iowa City.....	62	76
The State Normal School, Cedar Falls.....	209	498
The State Agricultural College, Ames.....	49	48
Accredited high schools, seminaries or academies.....	497	3,294
Private normals, or denominational schools of Iowa.....	365	770
Any higher institution outside of Iowa.....	215	284
Total.....	1,397	4,970
NUMBER OF LICENSED TEACHERS WHO HAVE ATTENDED WITHOUT GRADUATING.		
The State University.....	69	109
The State Normal School.....	304	1,211
The State Agricultural College.....	82	77
Accredited high schools, seminaries and academies.....	297	1,556
Private normals, or denominational schools of Iowa.....	516	1,836
Any higher institutions outside of Iowa.....	158	401
Total.....	1,426	5,100

CHAPTER I

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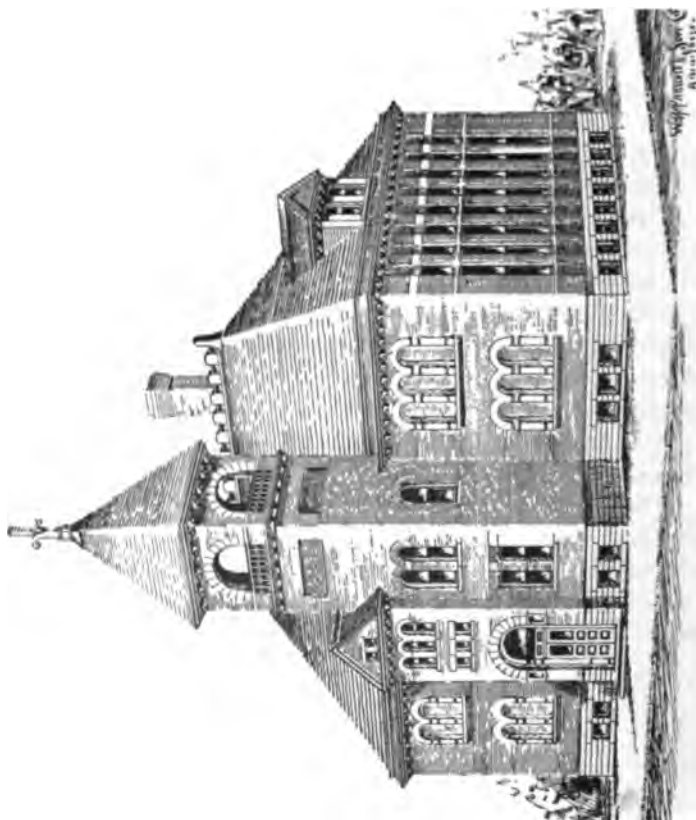
CHAPTER VI.

SCHOOL ARCHITECTURE.

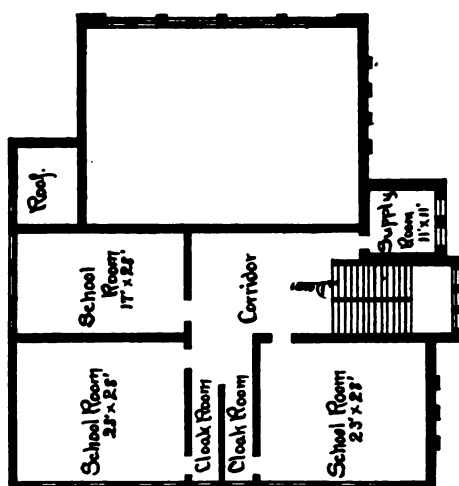
SCHOOL ARCHITECTURE.

Each year the beautiful is given more prominence in the educational world. School boards have not been unmindful of the value of the beautiful in the erection of school buildings during the last biennium. Not only has there been a continued improvement in school architecture in cities and towns, but in rural communities in many parts of the state the log house of former days was displaced years ago by the square or rectangular buildings, and these in turn are today are being replaced by beautiful modern buildings.

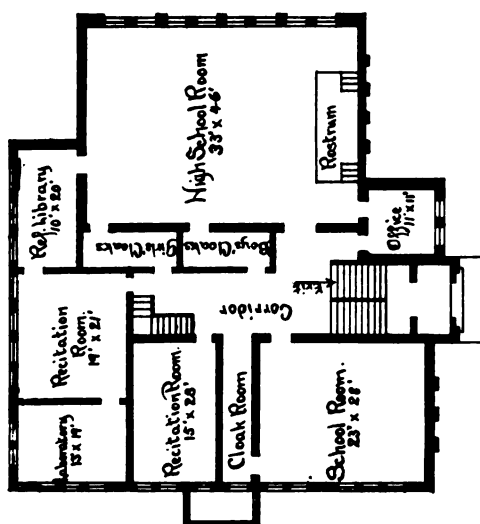
The accompanying cuts show that boards of directors are providing the most artistic edifices for the children, and at no greater expense than was formerly paid for the inartistic. The heating lighting and ventilating of school buildings is now thoughtfully considered in planning the construction of new structures. Boards of directors will, I trust, find this chapter of most practical value, as the schools under their supervision expand.



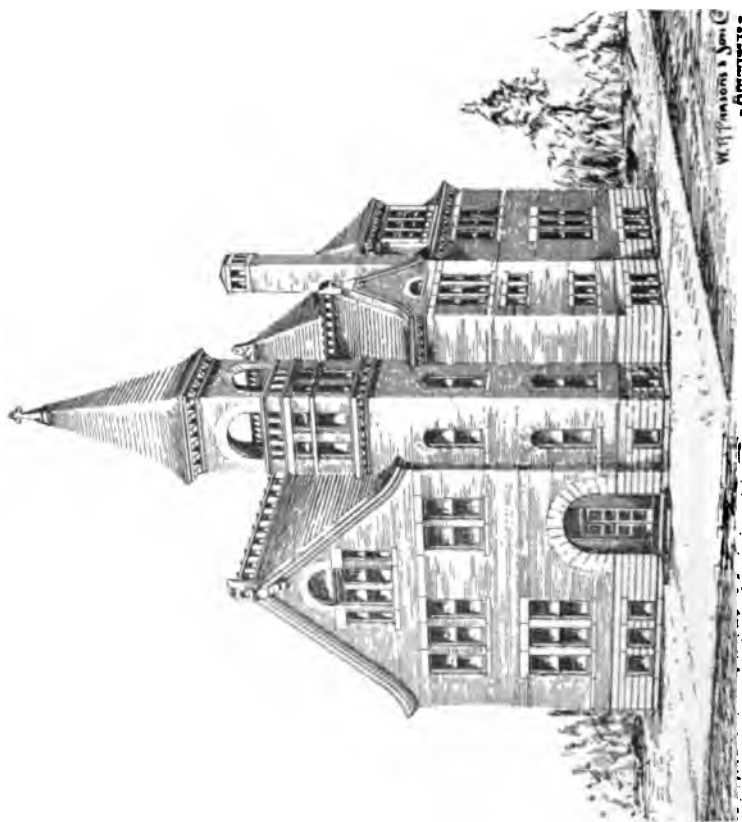
Glenwood, Mills County, cost in Brick, \$13,000.



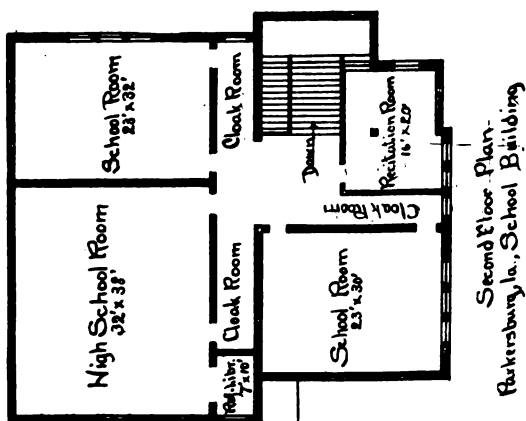
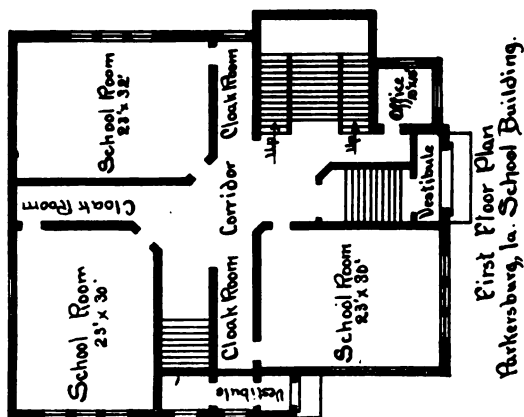
Second Floor Plan
Glenwood, 1a, School Building.

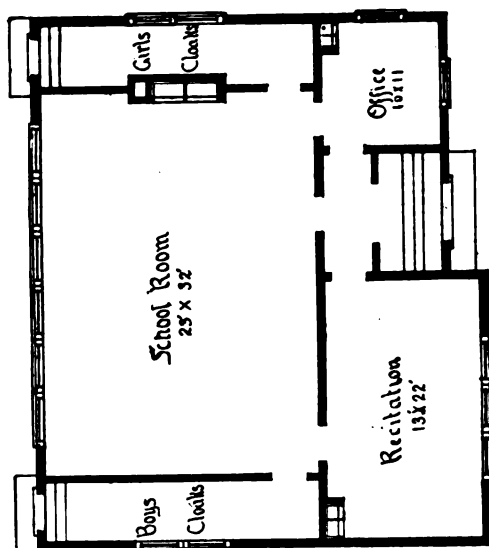


First Floor Plan
Glenwood, 1a, School Building.

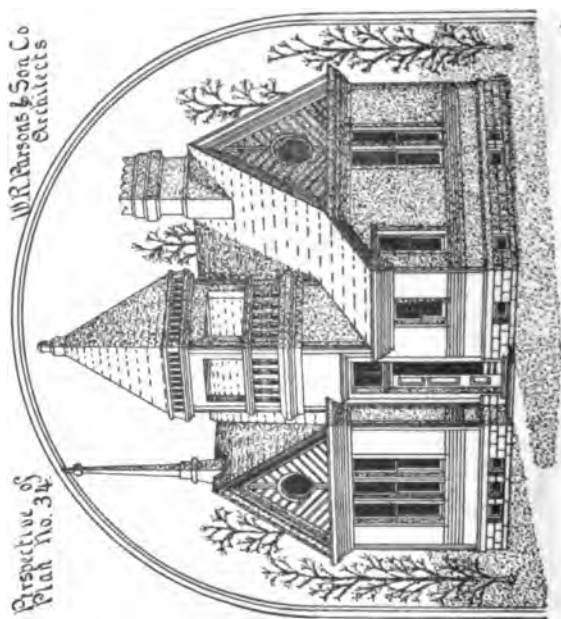


Parkersburg, Butler County, cost in brick, \$8,500.

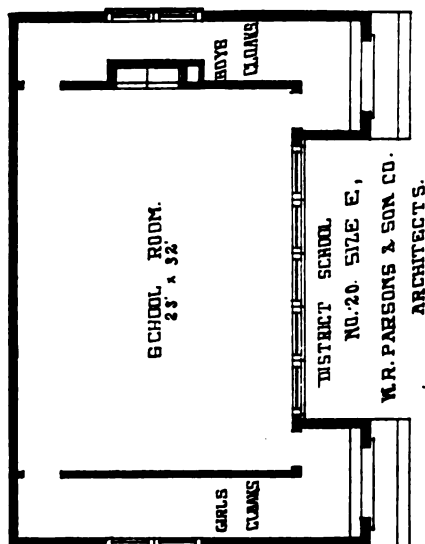
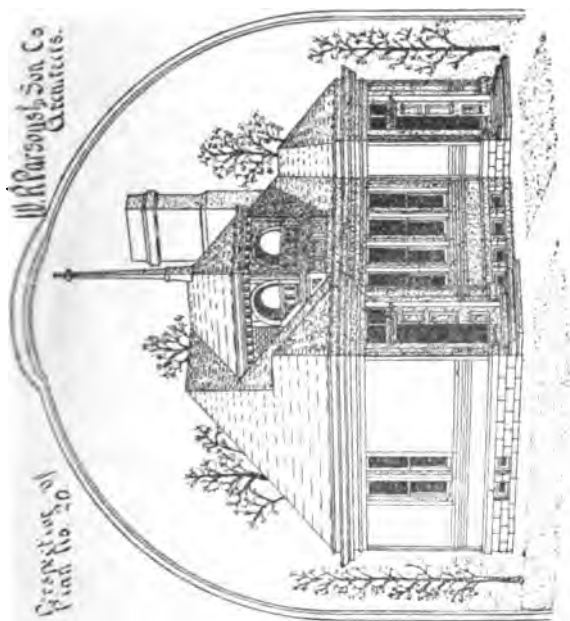




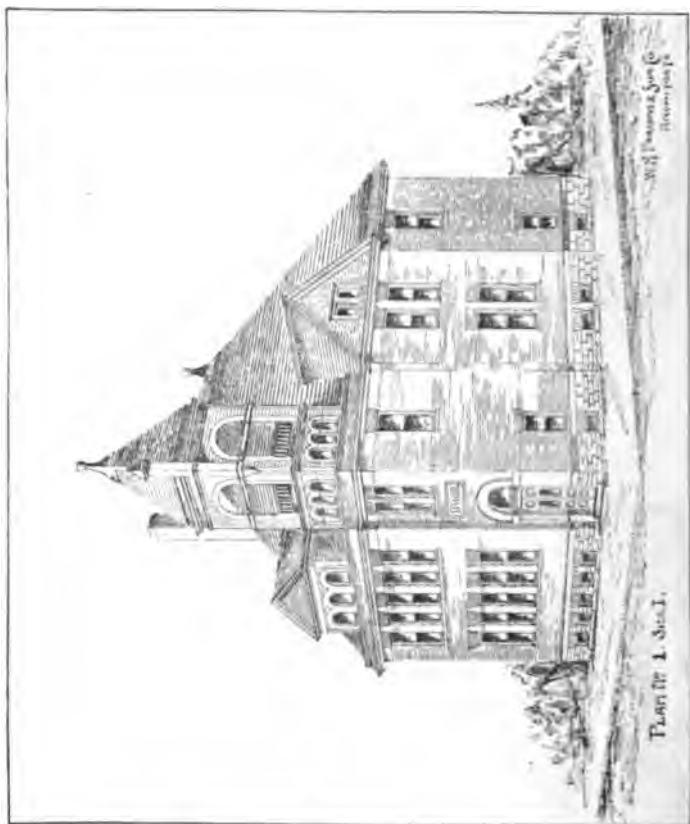
District School No. 34. Size E.
W. R. Parsons & Son Co.
Architects.



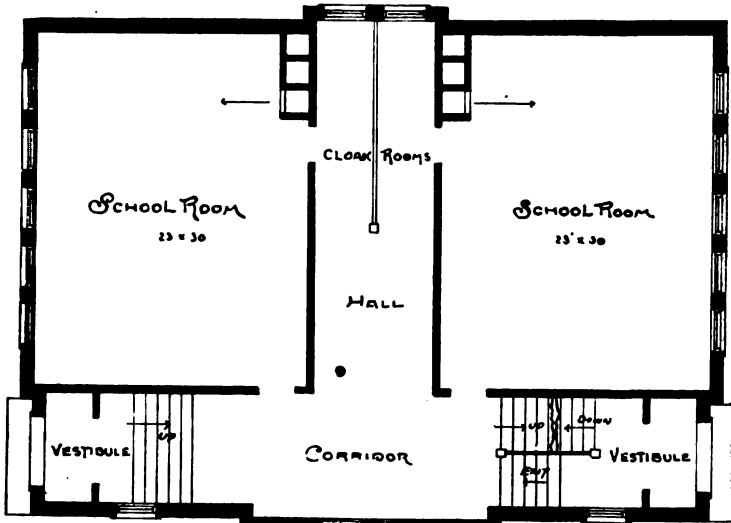
Polk County, Des Moines Township, Oak Grove District, cost in brick, \$2,600.



Sac County Eureka Township, cost in frame \$1,500.



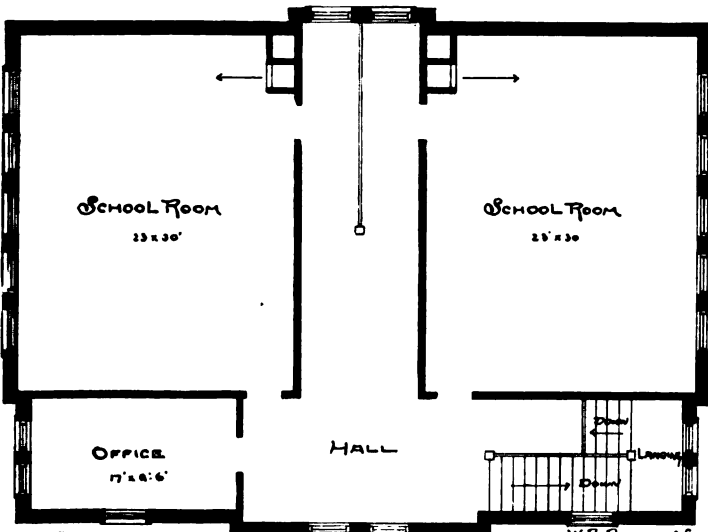
Seymour, Wayne County, cost in brick, \$5,800.



PUBLIC SCHOOL
GRADE SECTION
4 Rooms

FIRST FLOOR PLAN
No 1. Size I

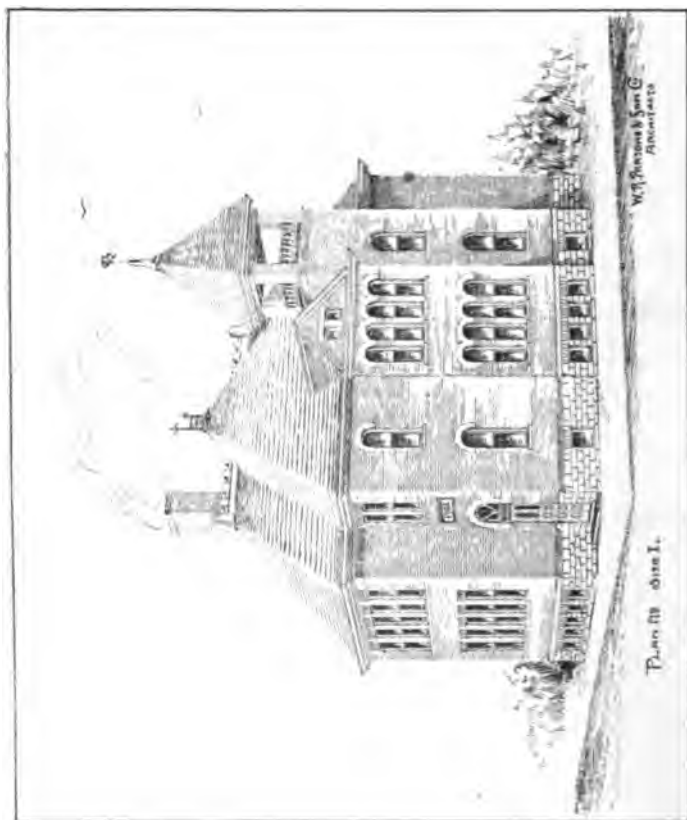
W. H. PARSONS & SON
ARCHITECTS
DES MOINES IOWA



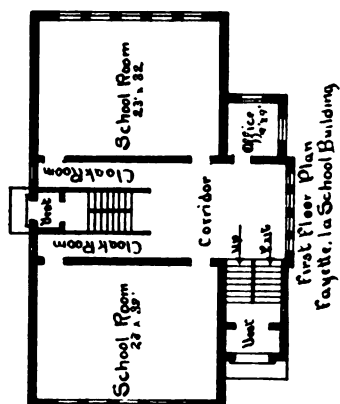
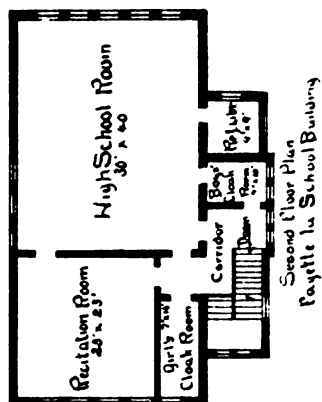
PUBLIC SCHOOL
GRADE SECTION
4 Rooms

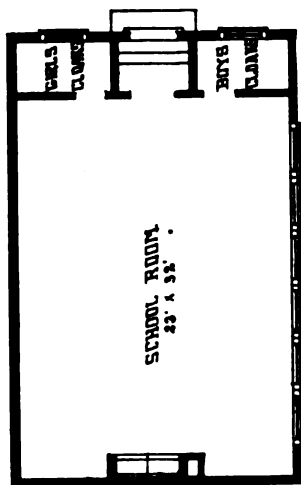
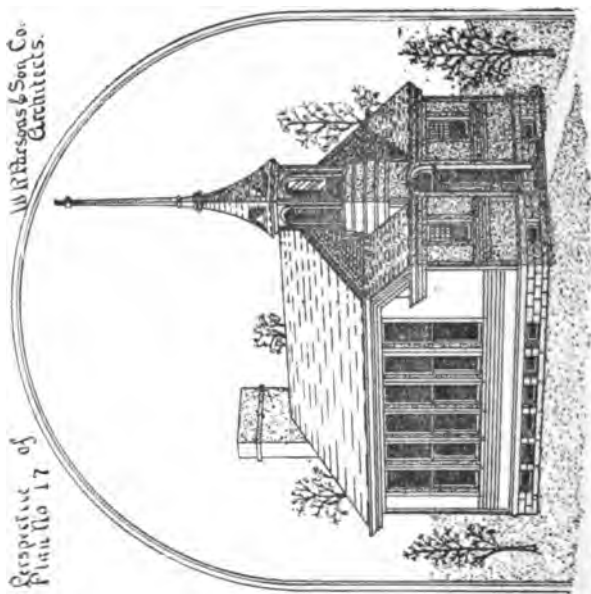
SECOND FLOOR PLAN
No 1 Size I

W. H. PARSONS & SON
ARCHITECTS
DES MOINES IOWA



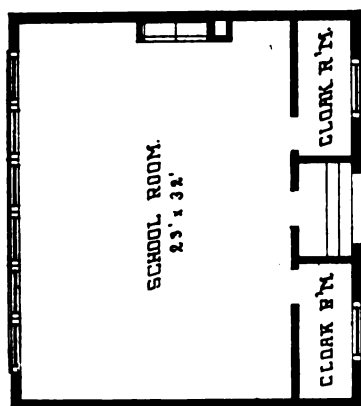
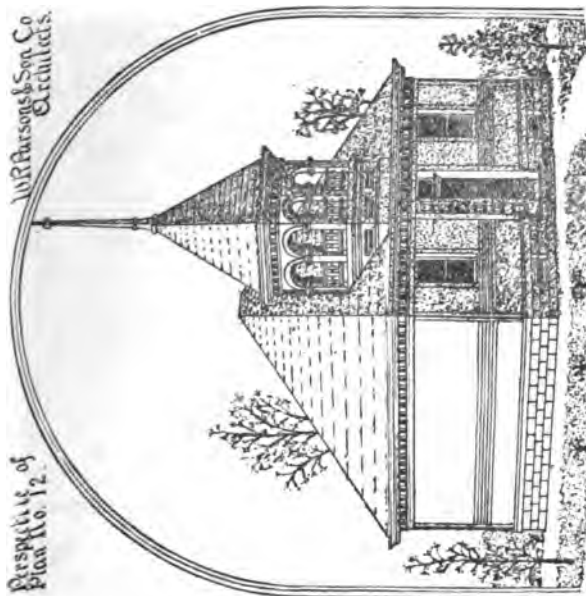
Fayette, Fayette County, cost in brick, \$7,000.





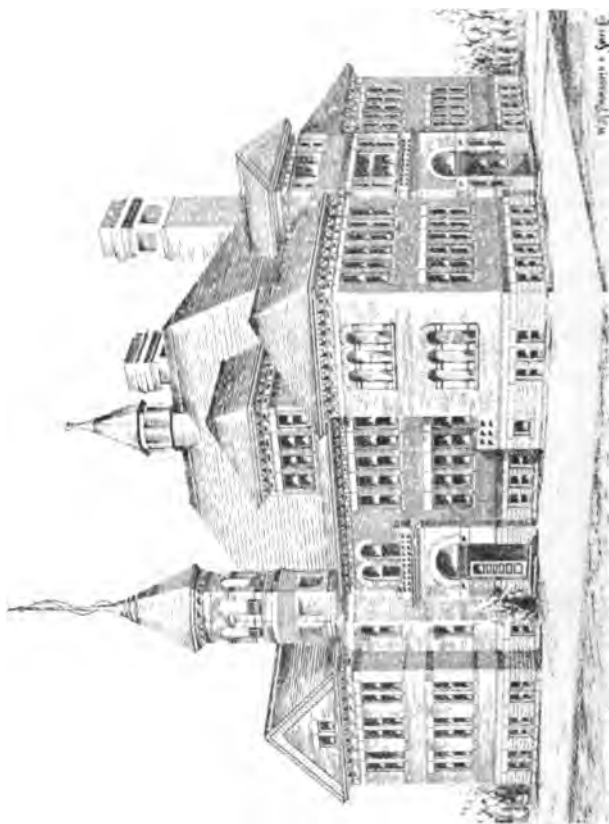
DISTRICT SCHOOL NO. 17, RIZE B.
W. R. PARSONS & SON CO.
ARCHITECTS.

Osceola County, Wilson Township, No. 1, cost in frame, \$——.

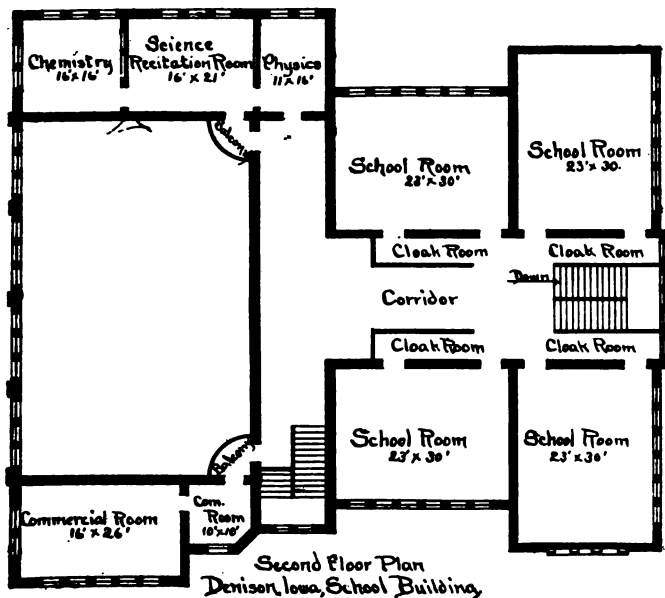
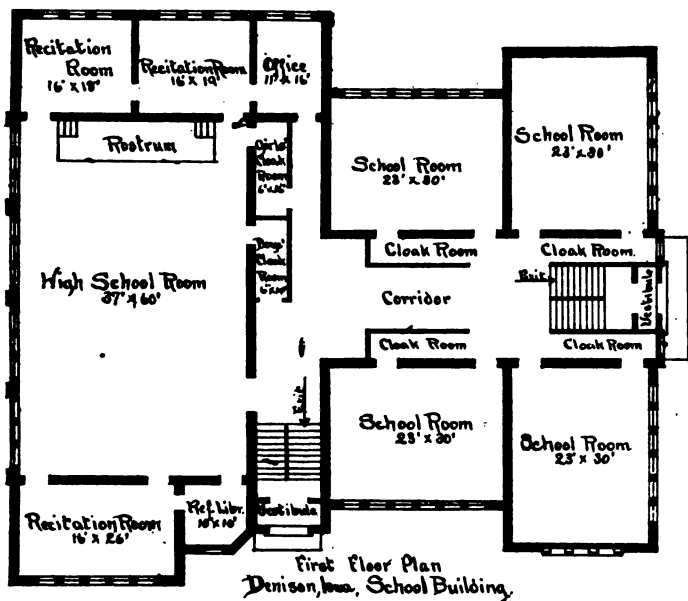


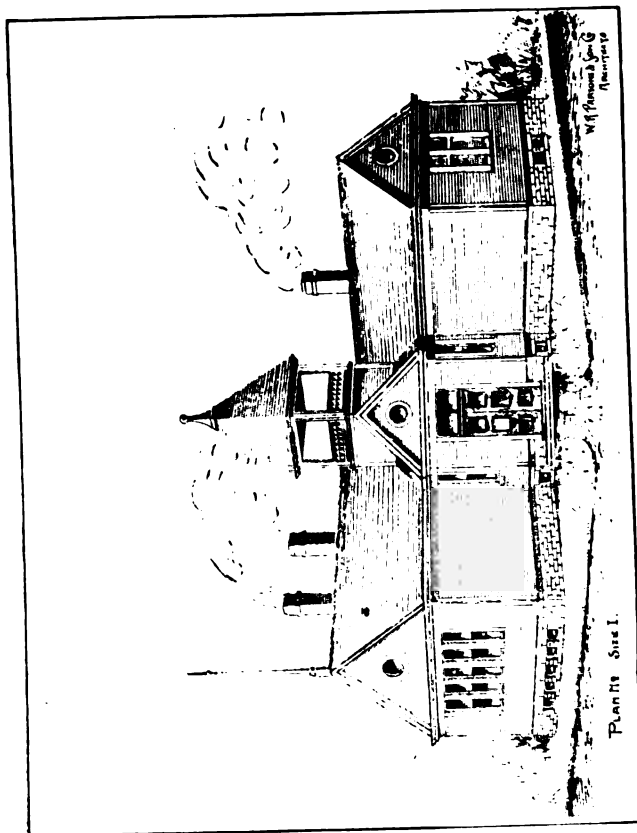
DISTRICT SCHOOL, NO. 12, SIZE E.
W. R. PARSONS & SON CO.
ARCHITECTS.

Mahaska County, Harrison Township, Roundtop District, cost in frame, \$1,200.

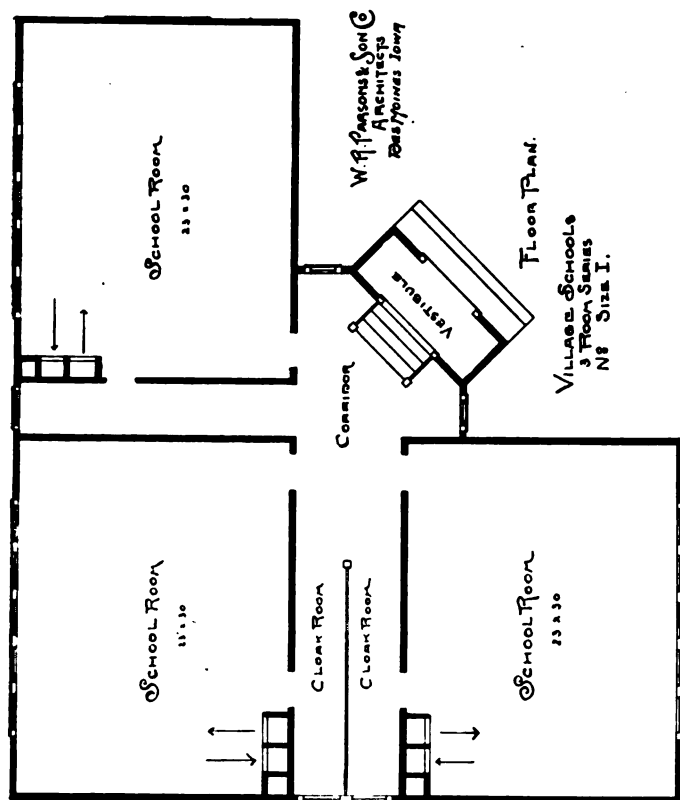


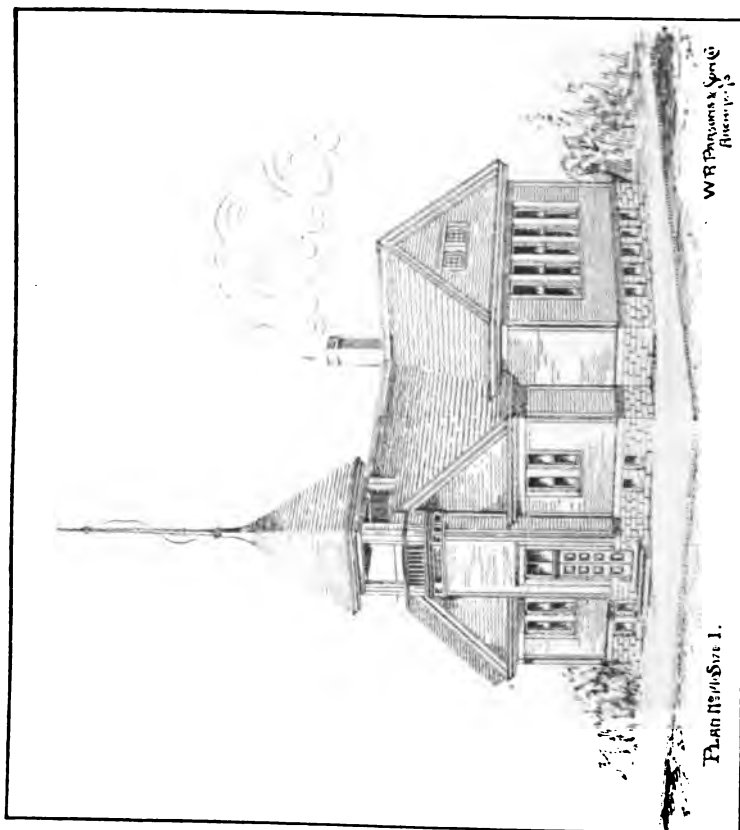
Denison, Crawford County, cost in brick, \$26,500.

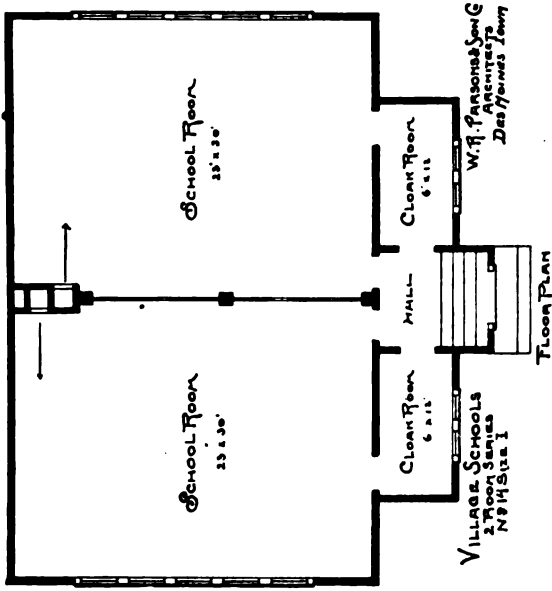




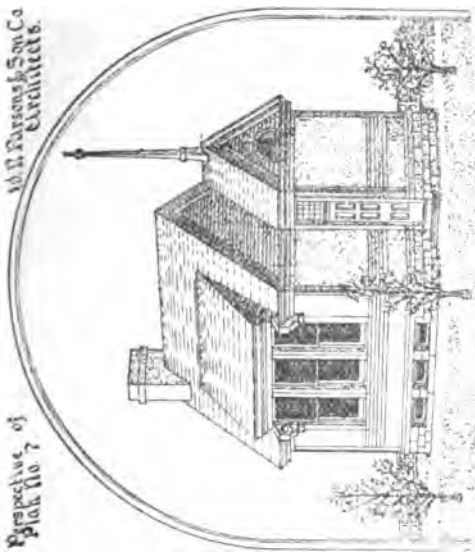
New Providence, Hardin County, cost in frame, \$3,000.



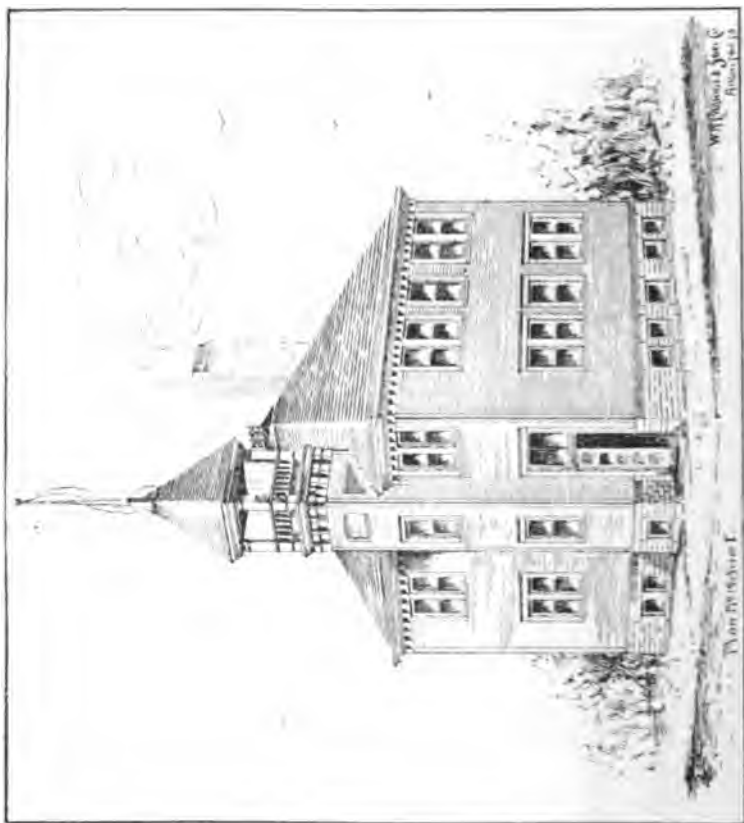




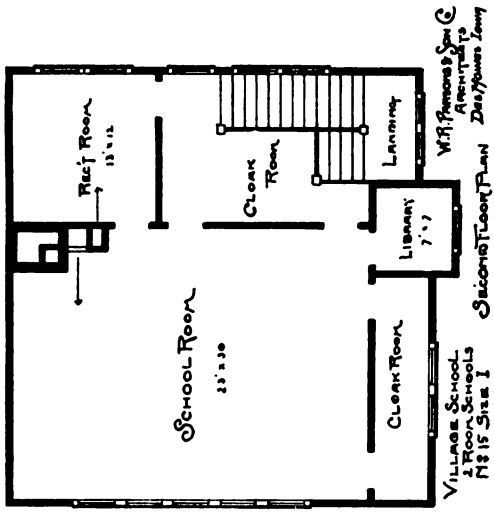
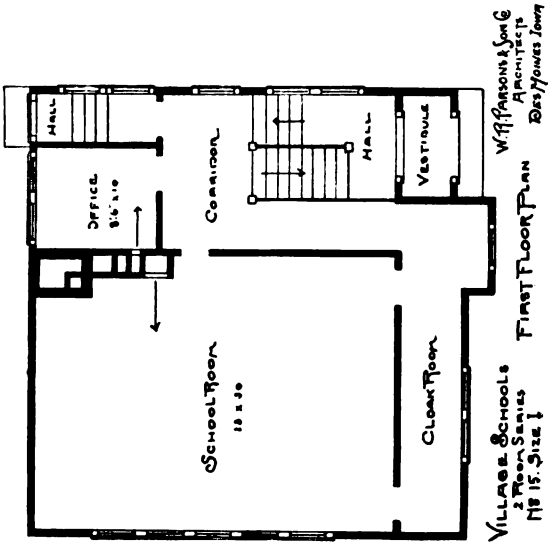
Floor Plan North Liberty,
Johnson County.

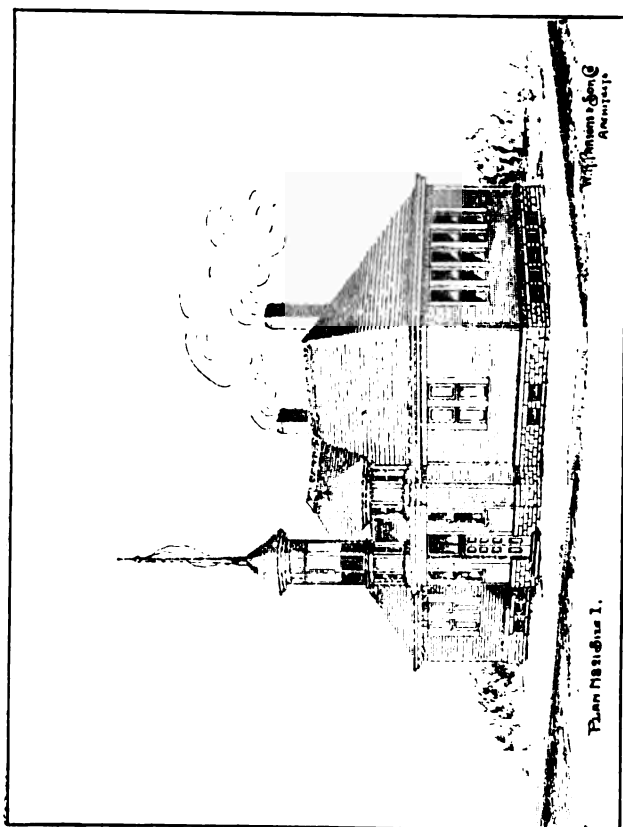


Johnson County, Union Township, District No. 8,
cost in frame, \$800.

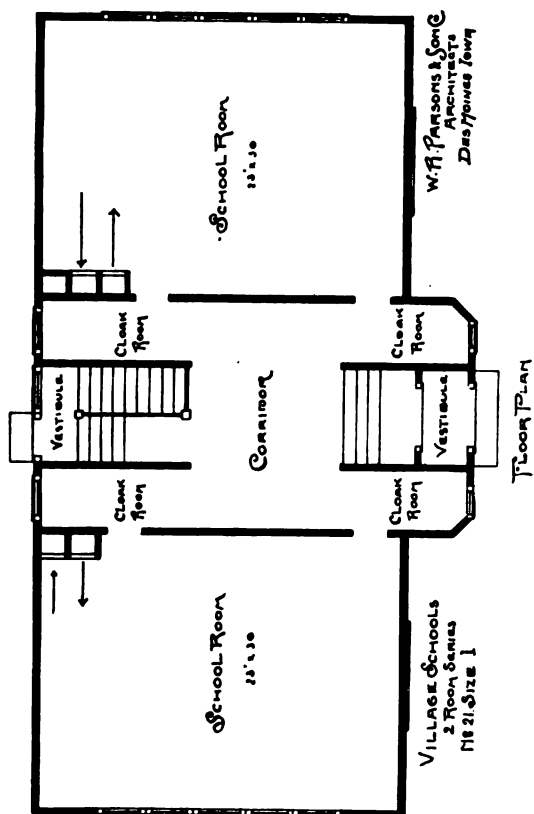


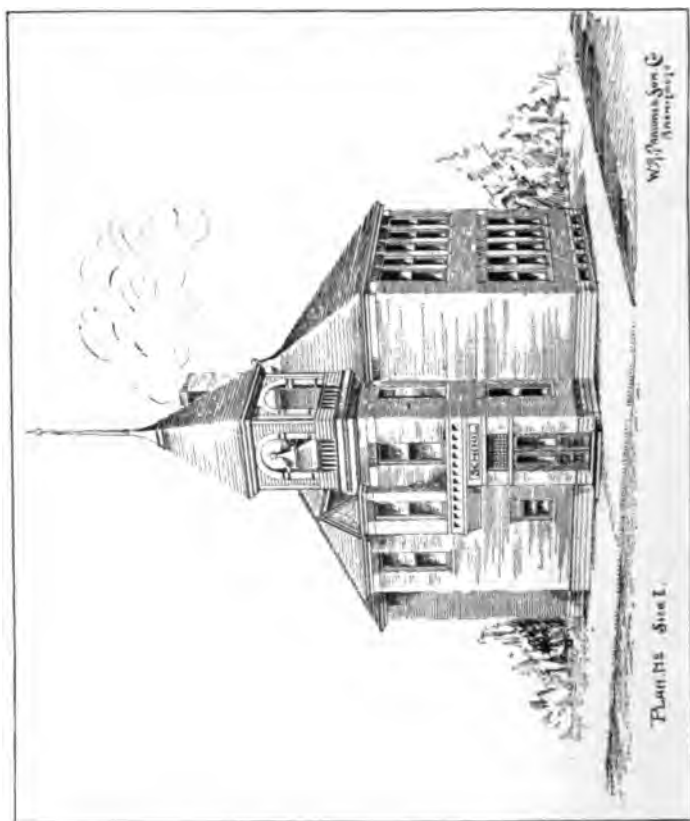
Massachusetts County, lost in frame \$2,500.



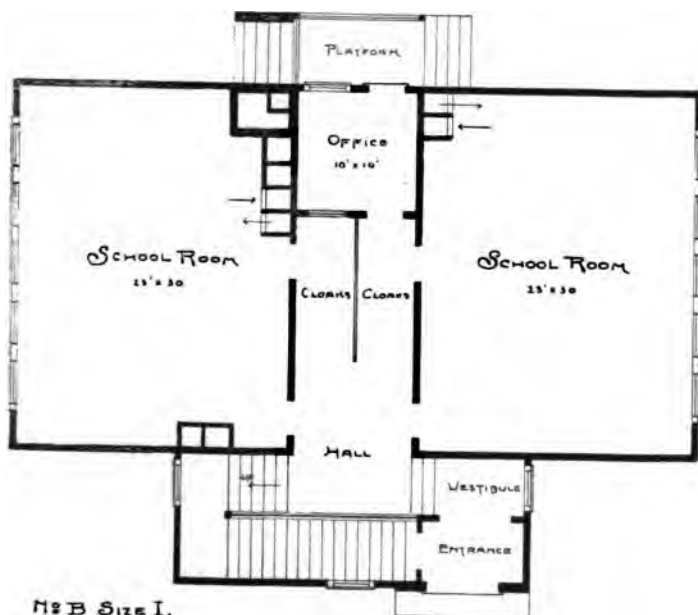


Libertyville, Jefferson County, cost in frame, \$2,000.





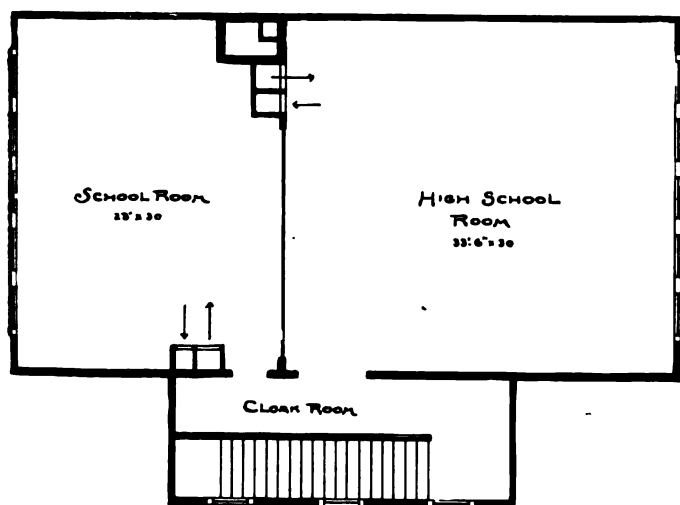
McCallum School, Monona County, cost in brick, \$5,400.



N2B Size I.

FIRST FLOOR PLAN
VILLAGE SCHOOLS
4 ROOM SERIES

W. H. PARSONS & SON C
ARCHITECTS
DES MOINES IOWA



N2B Size I.

SECOND FLOOR PLAN
VILLAGE SCHOOLS
4 ROOM SERIES

W. H. PARSONS & SON C
ARCHITECTS
DES MOINES IOWA



Cherokee County, Cherokee, cost in brick, \$————.



Hamilton County, Webster City, 5th Ward, cost in brick, \$8,000.



Belmont, Wright County, cost in brick about \$16,000.



Sac County, Odebolt, cost in brick, \$32,000.



Sac County, Oddebolt, Superintendent's Office.



Sac County, Odebolt, Assembly Room.



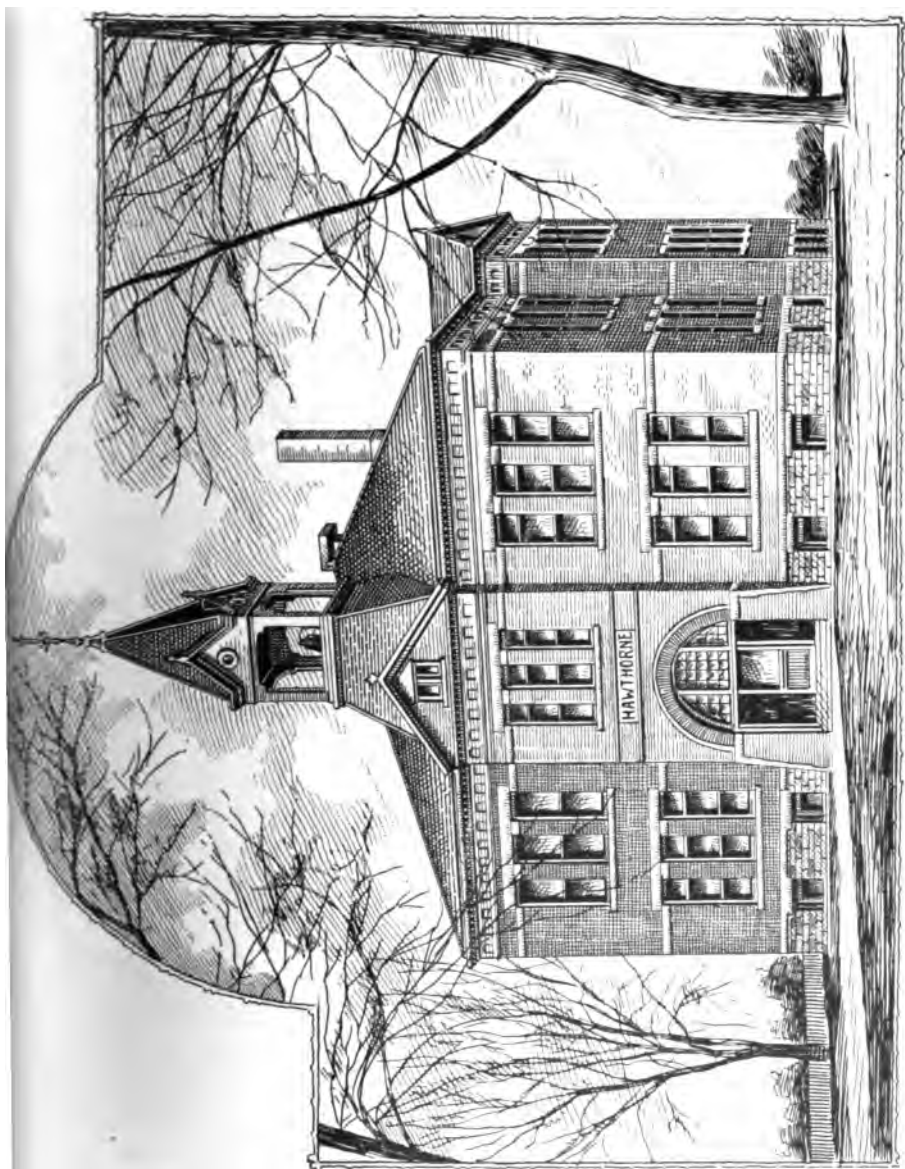
West Des Moines High School, Manual Training Department.



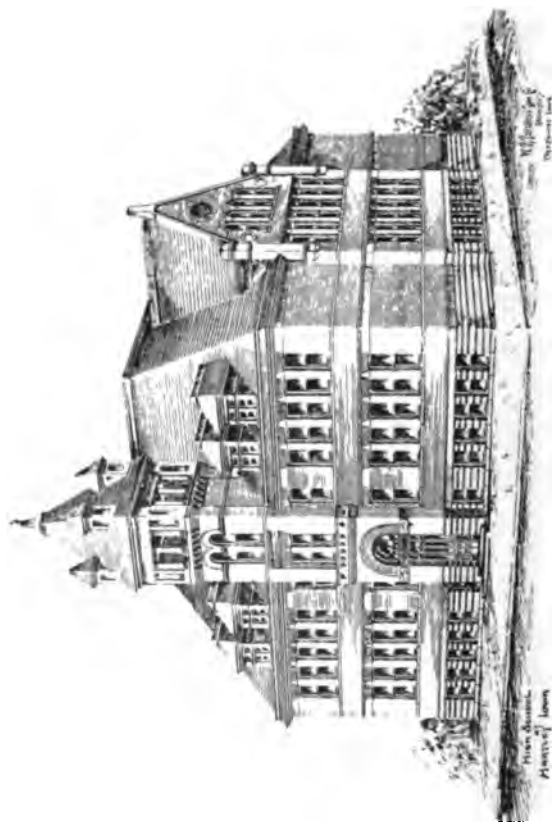
West Des Moines High School, Mechanical Drawing Room.



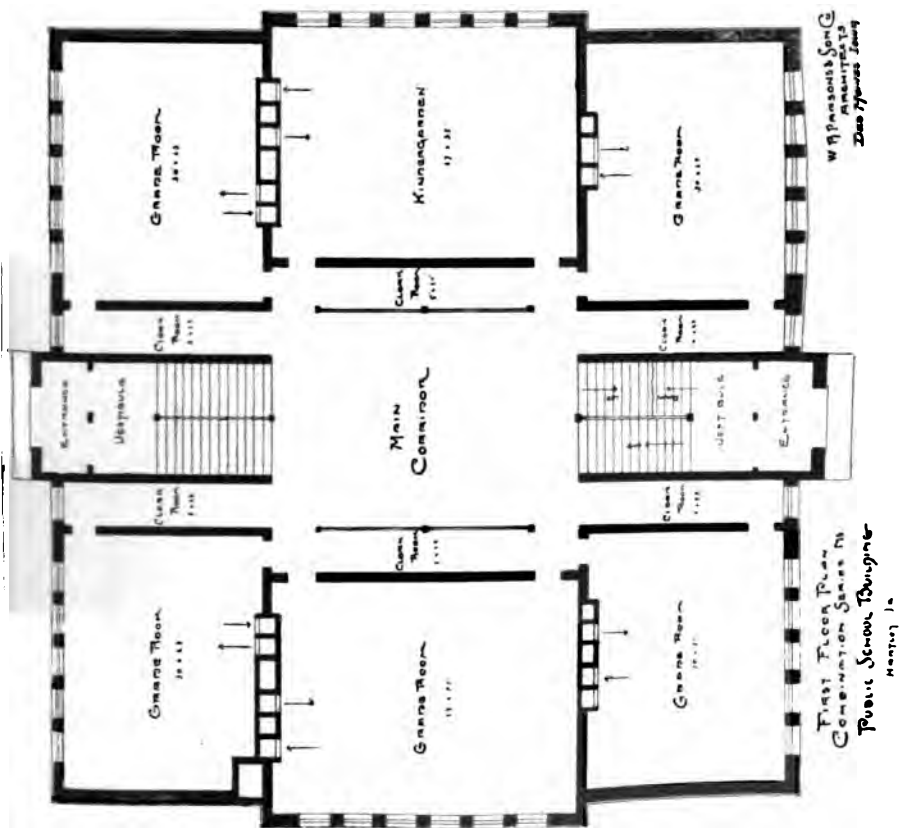
Elmwood School, West Des Moines, Manual Training Department.

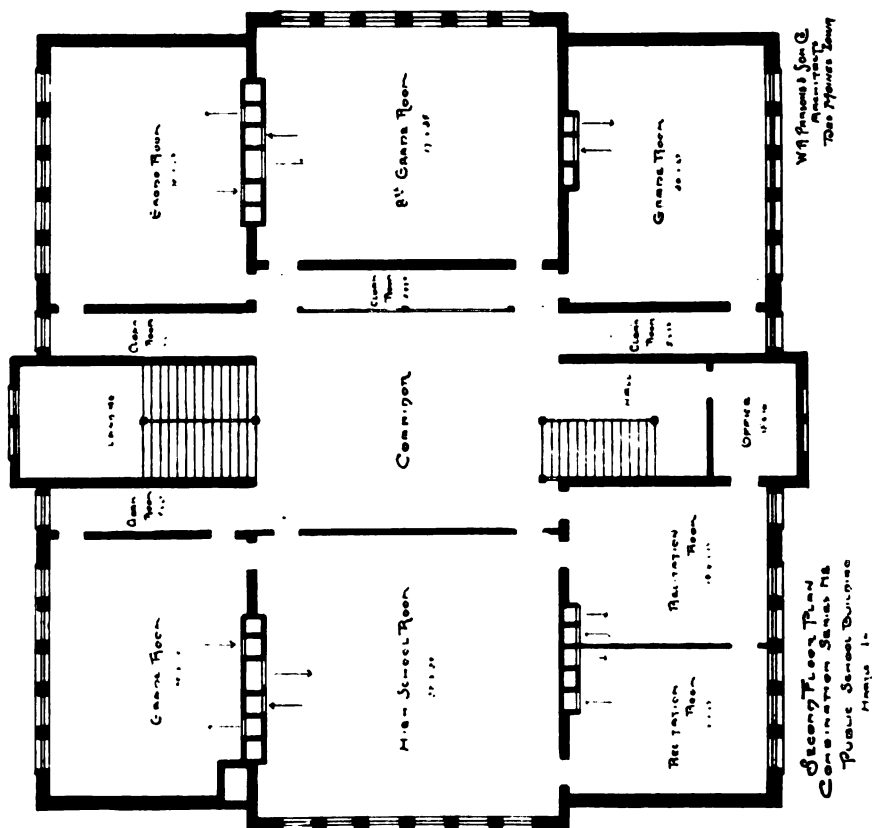


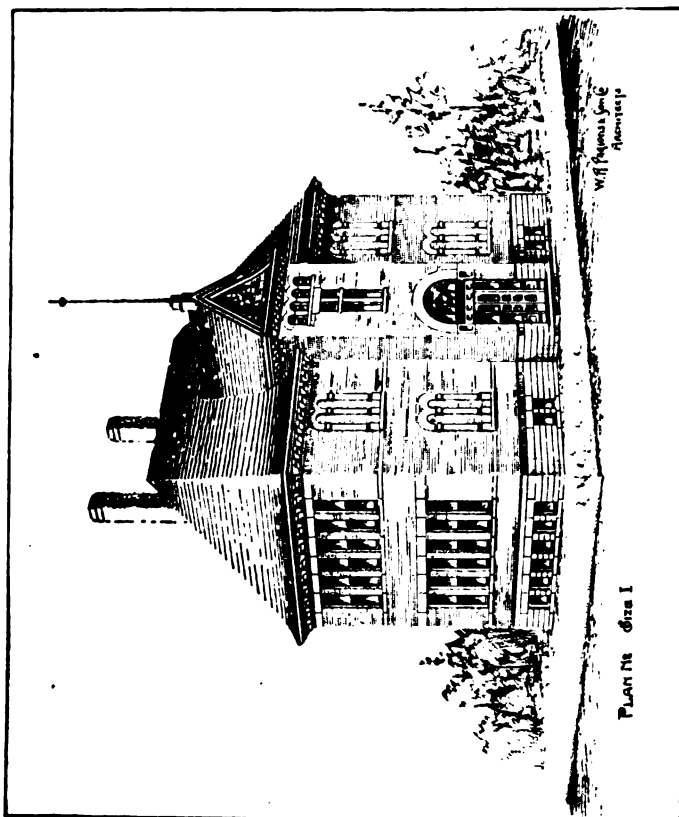
Warren County, Indiana. Hawthorne School, cost in brick, \$————.



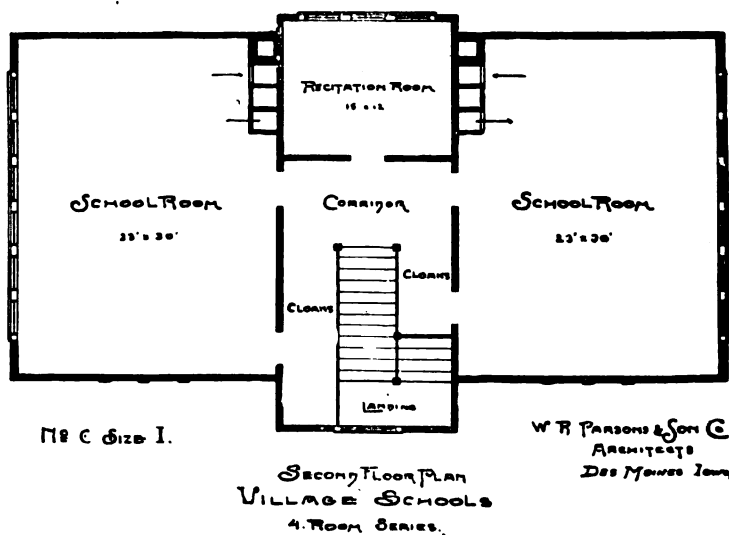
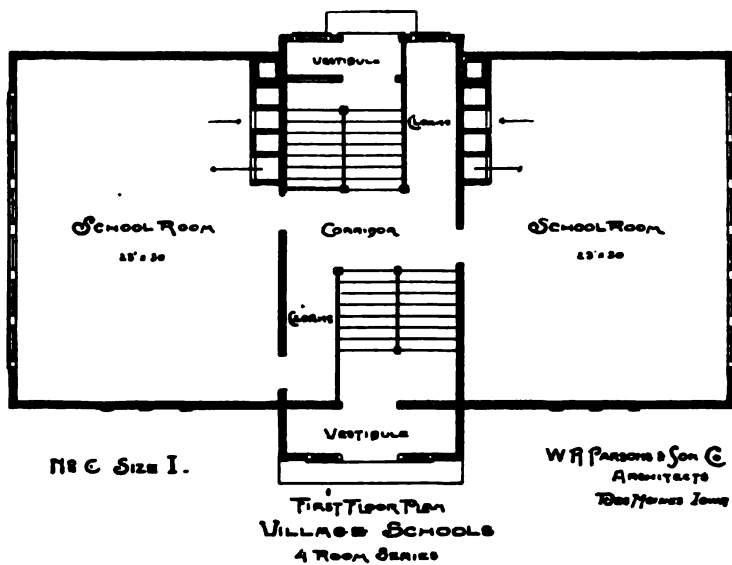
Hartley, O'Brien County, cost in brick, \$25,000.

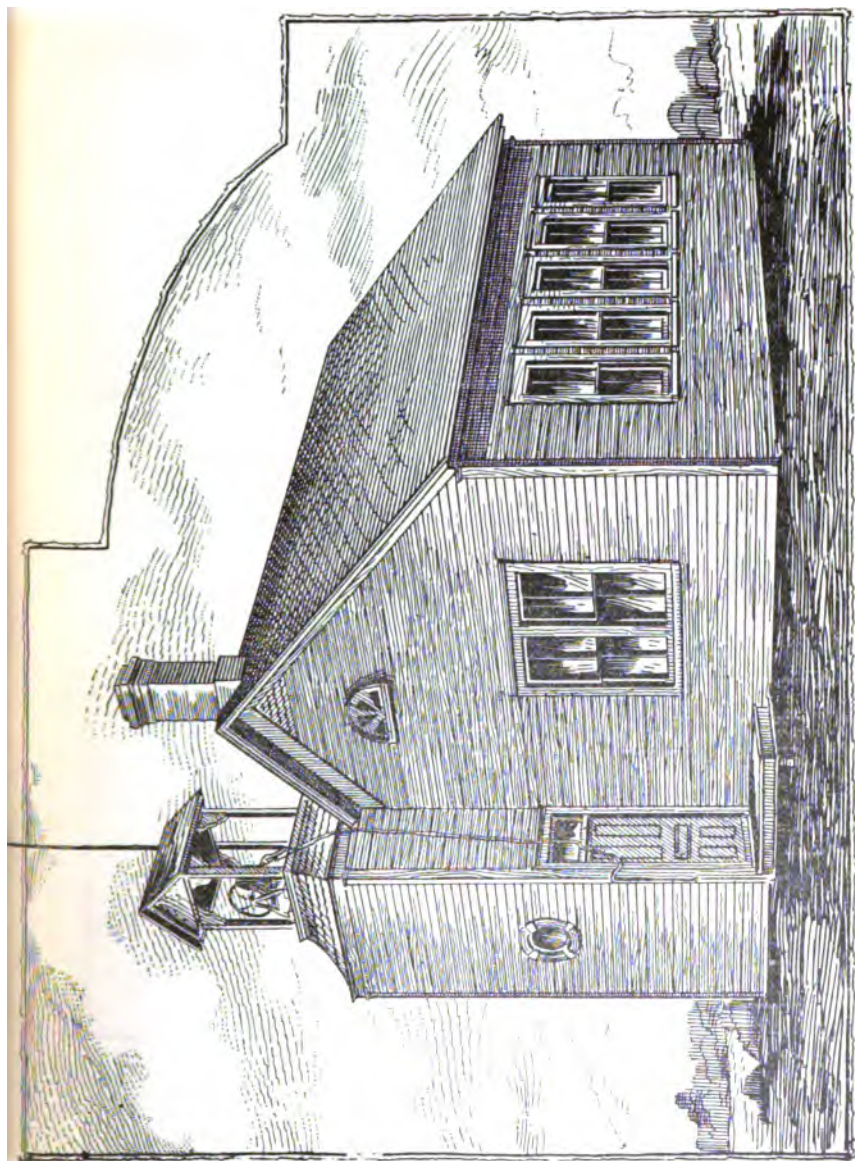






Village School, cost in brick, \$5,500.





Pocahontas County, Rural School, cost in frame, \$590.00.

CHAPTER VII.

STATE CERTIFICATES AND DIPLOMAS.

BOARD OF EDUCATIONAL EXAMINERS.

STATE CERTIFICATES.

SPECIAL STATE CERTIFICATES.

STATE DIPLOMAS.

PRIMARY CERTIFICATES.

STATE CERTIFICATES AND DIPLOMAS.

1900-1901.

BOARD OF EDUCATIONAL EXAMINERS.

RICHARD C. BARRETT, ex-officio, president.....Des Moines
GEORGE E. MACLEAN, ex-officio.....Iowa City
HOMER H. SEERLEY, ex-officio..... Cedar Falls
HAMLINE H. FREER*.....Mount Vernon
MARY ALICE BRADRIK†.....Chariton

STATE CERTIFICATES.

1. Documentary evidence.

1. Each candidate must file the following credentials as the official proofs of being qualified to hold a state certificate:

a. Official letters ADDRESSED TO THE BOARD by one or more county or city superintendents, or other professional educators, certifying to the success of the applicant in government and instruction. The work thus commended must have been done under the person's supervision who certifies to its excellence, even if he is not now in office.

b. Statements from the school boards for whom the candidate has taught, certifying to teaching covering at least three years, of thirty-six weeks each, in which good and successful service was rendered. Credentials should be original, explicit in character, of recent date, and addressed "to the state board of educational examiners."

c. Candidates who are graduates of good schools, whose courses of study are approved by the board, and who have pursued a two years' course in didactic subjects, consisting of school management, elementary psychology, principles of education, and methods of instruction, will be admitted to the examination on making proofs of two years of thirty-six weeks each of successful experience. When, in addition to the above didactic course, such candidates have also had a year of special training in a well organized training school, one year of thirty-six weeks of successful experience, satisfactorily proved, will admit to the examination. Candidates who are graduates of higher institutions of learning, whose courses of study are approved by the board, and who have pursued during the junior or

*Term expires 1902.

†Term expires 1905.

senior year of their course a year of pedagogical study consisting of history of education, science of education, and school supervision, will be admitted to the examination on satisfactory proofs covering thirty-six weeks of successful experience.

2. To be assured that the candidate is successful in instruction and government, the board reserves the right to investigate farther, until all doubt is removed. It is necessary that the applicant be a resident or teacher in Iowa, at the time of registration, and part of the work certified to must have been done in Iowa.

II. Plan of the examination.

1. *Preliminary*.—The application blank properly filled out, the fee of \$3, and the credentials mentioned in I and II, must all be filed with the president of the board thirty days before the dates of the examination to receive consideration at that meeting, and approved by the board, before the written examination is given.

2. *Didactics*.—School management, elementary psychology, and methods of instruction constitute the examination in this subject. The topics and questions selected will be such as to permit a well informed teacher to complete the same in one and one-half hours.

3. *U. S. History and English*.—An essay prepared in one and one-half hours on some topic in United States history, which must be written without delay, and not copied, will constitute the examination in United States history, orthography, penmanship, and use of English language, if the other papers written do not discredit the English.

4. Grouping of subjects with options commonly provided:

	Questions asked.	To be answered.
a. Group 1. First paper.		
English grammar.	5	4
Reading.	4	3
Geography.	4	3
b. Group 2. Second paper.		
Civil government of U. S.	4	3
Civil government of Iowa.	4	3
School law.	3	2
Economics.	3	2
c. Group 3. Third paper.		
Arithmetic.	5	4
Algebra.	5	4
Bookkeeping.	3	2
d. Group 4. Fourth paper.		
Physiology.	5	4
Botany.	4	3
Physics.	4	3

Sketching and illustrating the answers in group four will constitute the examination in drawing.

III. Schedule of time granted.

FIRST DAY.

- A. M., 8 to 9:30, Essay on U. S. History.
9:30 to 12, Group 1.
P. M., 1:30 to 3, Didactics.
3 to 5, Group 2.

SECOND DAY.

- A. M., 8 to 12, Group 3.
P. M., 1:30 to 4:30, Group 4.

IV. Renewal of state certificates.

1. *Proofs required.*—a. The candidate must file letters from superintendents or other prominent educators that certify to the present success in instruction and in government, and to the fact that his present physical condition and mental and moral character are still such as to justify the board in granting him this renewal.

b. He must also show, by official letters from school boards for whom he has worked, the fact of his being successful as an instructor, and as a disciplinarian, under the expiring certificate.

2. *Examination required.*—Unless otherwise decided, the candidate must appear at the time assigned and take such examination as the board may think necessary, but, where personal knowledge or acquaintance of the board with the applicant may permit, and where the first examination was good, an original essay on an educational topic, assigned by the board, may be substituted for personal presence at the examination. This paper must be in the handwriting of the applicant, and must show professional study and investigation.

V. General suggestions to all candidates.

1. An examination for state certificate must be had before there can be an application for a state diploma. A teacher must do work under the supervision of this board, before an application for a diploma can be considered.

2. Applicants will bear in mind that the possession of a state certificate, a primary or special teacher's certificate, or a state diploma, will not in any sense lessen their duty to comply with all the rules and requirements of the county superintendent of the county in which they are teaching.

3. Candidates are advised to arrive the day before at the place of examination, as no allowance can be made for delayed trains or for poor physical and mental condition, caused by illness or loss of sleep.

4. The examination at the times announced, will be restricted to the published program given in this circular.

5. All necessary paper, pens and pencils will be furnished each candidate at the time of the examination.

6. Lists of old questions are not sent out to applicants, as such questions are no guide to the next examination.

7. The law governing this board can be found in sections 2628-2634 of the code, and amendments enacted by the Twenty-seventh and Twenty-eighth General Assemblies.

SPECIAL STATE CERTIFICATES.

The law authorizing the Iowa state board of educational examiners to grant special certificates was enacted in 1900, and is as follows:

"Sec. 2. It may also issue a special certificate to any teacher of music, drawing, penmanship or other special branches, or to any primary teacher, of sufficient experience, who shall pass such examination as the board may require in the branches and methods pertaining thereto, for which the certificate is sought. Such certificates shall be designated by the name of the branch, and shall not be valid for any other department or branch. The board shall keep a complete register of all persons to whom certificates or diplomas are issued."

The special state certificate is intended for teachers of special branches, as a recognition of professional skill and successful experience in teaching a particular subject.

While the candidate must possess complete and technical knowledge of the special branch for the teaching of which a certificate is desired, some general education and culture will be required, as a certificate cannot be granted on account of proficiency in one subject only.

The holder of a special certificate will be authorized to teach the branch specified, in any public school in the state for a period of five years. The fee, as fixed by law, is \$3, one-half of which is returned in case of failure. Certificates will be issued to the same person in more than one branch, but the fee of \$3 must be paid for each, as no special certificate will authorize the holder to teach more than one subject.

In addition to music, drawing and penmanship, special certificates will be granted in English (involving English grammar, composition, rhetoric, and literature), Latin, German, mathematics (involving arithmetic, algebra, geometry, trigonometry), and individual sciences.

1. *Documentary examination.*—The following testimonials and credentials are required as evidence of success as a teacher of a particular subject, and of good moral character as a person:

1. Official statements from school boards, certifying to the service of the applicant as a teacher of the subject in which certificate is asked, for a period of three years, of thirty-six weeks each, two of which years must have been under one school board.

2. Candidates who are graduates of good secondary or normal schools, and graduates of higher institutions of learning, may have such reduction in time of successful experience required as the board of examiners may decide after consideration of each individual case. It is to be understood, however, in all cases of reduction of time, that candidates have pursued scholastic and pedagogical courses, approved by the board.

3. Professional statements from city or county superintendents or village principals, under whose supervision the applicant has worked, certifying to the particular and professional success of the applicant as a teacher of the specified branch.

II. *Scholastic examination.*—To insure that the applicant has sufficient scholarship to be granted a special teacher's certificate, the following things are required:

1. Such an examination in the branches, orthography, reading, writing, arithmetic, geography, grammar, history of U. S., and physiology and hygiene, as in each individual case may be necessary to insure good scholarship in the applicant. In cases where the applicant is the holder of an excellent county certificate, in force, in regard to these branches, this scholastic examination may not be necessary.

2. The examination in grammar and composition will be determined by a thesis of at least one thousand words, subject to be selected by the board, in harmony with the kind of certificate sought by the applicant.

III. *Professional examination.*—Syllabi will be prepared in music, drawing, and penmanship, and these can be had on application. It does not seem necessary to give a syllabi, outlying points to be emphasized in other subjects, but on each subject a rigid examination will be required, both upon knowledge of the branch itself and upon the methods of teaching it.

In science, laboratory work will be required, and candidates for special science certificates will be examined at such places as the board of examiners may direct.

IV. *Plan of examination.*—As preliminary, the application blank properly filled out, the fee of \$3, and the credentials mentioned in I and II, must all be filed with the president of the board before May 1st, and November 1st, of each year to receive consideration at the semi-annual meeting of the board in order to be admitted to the written examination.

NOTE: All correspondence for special certificates should be addressed to the president of the board.

STATE DIPLOMAS.

I. *General requirements.*

1. In every case the applicant must have held a state certificate, and have taught under the supervision of this board at least three years before applying for the state diploma, a life certificate.

2. Every candidate will be required to file the following credentials:

a. Documentary evidence from standard reputable educational institutions, certifying to the special scholarship and training of the applicant.

b. Documentary evidence showing the standing and ability of the applicant as an educator. This evidence should cover recent work.

c. He should also refer to at least three persons of good scholarship and professional success, who are engaged in educational work, and who can vouch for his success and character.

d. Credentials should be original, of recent date, of specific character, and addressed "to the state board of educational examiners."

II. *Specific requirements.*

1. In his registration blank, the candidate must certify that he has taught or studied all the branches that are required by law for the state diploma.

2. He must give, in detail, the places where he has done educational work, and must produce evidence that he has taught at least eight years, three of which having been in Iowa within recent years.

3. He must be a resident of Iowa at the time of his application.

4. He must file, in his own handwriting, an original thesis of from 3,000 to 4,000 words on a professional subject, assigned by the board. In every case this thesis must be fully outlined, and be accompanied by a bibliography of the subject considered.

5. The thesis will be marked by such persons as the board may designate on the following points:

- a. Correct use of the English language.
- b. Choice and arrangement of subject matter.
- c. Thought and expression.
- d. Originality and research.
- e. General appearance of the manuscript.

III. *Educational requirements.*

In accordance with the statute, candidates for state diplomas are required to be examined in orthography, reading, writing, arithmetic, geography, English grammar, bookkeeping, physiology, history of the United States, algebra, botany, natural philosophy, drawing, civil government, constitution and laws of the state, diadactics, geometry, trigonometry, chemistry, zoology, geology, astronomy, political economy, rhetoric, English literature, general history, and such other studies as the board may require. Those who hold a state certificate will be excused from examination on all branches in above enumeration preceding geometry, as those are required for a state certificate. Under the law the board is responsible for examining all candidates in all subjects required by statute, but in order to be fair and reasonable, some of these examinations may be oral and individual, and some may be written and general.

NOTE: It is important for all applicants for state diplomas to remember that great value will be attached to the use of the English language in all the papers filed as part of the scholastic examination.

PRIMARY TEACHER'S CERTIFICATE.

THE PRIMARY TEACHER'S CERTIFICATE is intended for primary teachers as a recognition of professional skill and successful experience. The holder of such a certificate will be authorized to teach in first, second, and third grades in any public school in the state for a period of five years. The fee, as fixed by law, is \$3, one-half of which is returned in case of failure.

I. **DOCUMENTARY EXAMINATION.** The following testimonials and credentials are required as evidence of success in primary teaching and of good character as a person:

1. Official statements addressed to the Board of Examiners from the present school board and from other boards certifying

to the service of the applicant as teacher in first, second, or third grade work for a period of three years of thirty-six weeks each, two of which years must have been under one school board.

2. Professional statements from county superintendent, city superintendent or village principal under whose supervision the applicant has worked, certifying to the particular and professional success of the applicant as a teacher of first, second, and third grade work.

3. Candidates who are graduates of good schools, whose courses of study are approved by the board, and who have pursued a two years' course in didactic subjects, consisting of school management, elementary psychology, principles of education, and primary methods of instruction, will be admitted to the examination on making proofs of two years of thirty-six weeks each of successful experience in primary teaching. When, in addition to the above didactic course, such candidates have also had a year of special training in a well organized primary training school, one year of thirty-six weeks of successful experience in primary school work, satisfactorily proved, will admit to the examination. Candidates who are graduates of higher institutions of learning, whose courses of study are approved by the board, and who have pursued during the junior or senior year of their course a year of pedagogical study consisting of history of education, science of education, and primary methods, will be admitted to the examination on satisfactory proofs covering thirty-six weeks of successful experience as primary teachers.

II. SCHOLASTIC EXAMINATION. To insure that the applicant has sufficient scholarship to be granted a primary teacher's certificate, the following things are required:

1. Such an examination in the branches, orthography, reading, writing, arithmetic, geography, grammar, history of the United States, and physiology and hygiene, as in each individual case may be necessary to insure good scholarship in the applicant. In cases where the applicant is the holder of an excellent county certificate in force in regard to these branches, this scholastic examination may not be necessary. By sending to the president of the board the certificate and any other documentary evidence that may assist in making the necessary proofs, this part of the examination can be determined before the date of appearance before the board.

2. The examination in English will be determined by a thesis of at least one thousand words.

III. PROFESSIONAL EXAMINATION. The following subjects constitute the professional examination: Psychology of the child, school management, history of education, school laws of Iowa, primary methods, vocal music, physical culture, drawing, and plant study.

IV. PLAN OF EXAMINATION. As preliminary, the application blank properly filled out, the fee of \$3, and the credentials mentioned in I and II, must all be filed with the president of the board *thirty* days before the dates of the examination, to receive consideration at that meeting, and be approved by the board before the written examination is given.

V. SCHEDULE OF TIME GRANTED.

First Day.

A. M.—8:00 to 9:30—Psychology of the child. School management.

9:30 to 12:00—History of education. School Laws of Iowa.

P. M.—1:30 to 4:00—Primary methods. Drawing. Plant Study.

4:00 to 5:00—Vocal Music. Physical Culture.

Second Day.

A. M.—8:00 to 12:00.—P. M.—1:30 to 5:00—Scholastic examination in case board requires same. See section II, note 1, in this circular.

VI. GENERAL SUGGESTIONS TO CANDIDATES.

1. Candidates are advised to arrive the day before at the place of examination, as no allowance can be made for delayed trains or for poor physical and mental condition caused by illness or loss of sleep.

2. The examination at the time announced will be restricted to the published program given in this circular.

3. All necessary paper, pens and pencils will be furnished each candidate at the time of the examination.

4. Lists of old questions are not sent to applicants, as they are no guide for the next examination.

5. The law governing this board can be found in sections 2628 to 2634, code 1897, and pages 7 and 8, school laws 1897.

Note as to correspondence—In order to facilitate office work, graduates of the state normal school, and the state university, conduct their business correspondence regarding diplomas, and

state certificates, with the presidents of their respective institutions.

All other official correspondence for the board must be with the president.

RICHARD C. BARRETT,
President Board of Educational Examiners.

STATEMENT.

*Showing Record of Examinations Held by the State Board of Examiners
Together with Fees Received.*

STATE CERTIFICATES.

DATE OF CERTIFICATE.	NO. OF APPLICANTS.		NO. OF CERTIFICATES GRANTED.		No. failed.	Fees received.
	Males.	Females.	Males.	Females.		
September 1, 1899.....	1		1			\$ 3.00
October 1, 1899.....		1		1		3.00
December 1, 1899.....		0		0		30.00
January 1, 1900.....	17	5	12	1	9	52.50
January 1, 1900.....	5	2	3	2	2	18.00
Renewal January 1, 1900.....	1		1			3.00
Renewal January 8, 1900.....	4	14	4	14		54.00
Renewal February 14, 1900.....	4	11	4	11		45.00
February 14, 1900.....		1		1		3.00
Renewal May 1, 1900.....	1	1	1	1		6.00
June 1, 1900.....	2	6	2	6		24.00
Renewal June 1, 1900.....	5	9	5	9		42.00
June 1, 1900.....	1	1	1	1		6.00
Renewal June 8, 1900.....	3	7	3	7		30.00
June 26, 1900.....		2		2		6.00
June 28, 1900.....	9	15	9	15		72.00
Renewal July 2, 1900.....	6	15	6	15		63.00
Renewal July 2, 1900.....	8	18	8	18		78.00
Renewal July 2, 1900.....	1	4	1	4		15.00
July 2, 1900.....	4	17	4	17		63.00
July 2, 1900.....	9	17	9	17		78.00
July 2, 1900.....	7	19	7	19		78.00
July 2, 1900.....	4	22	4	22		78.00
July 2, 1900.....	5	21	5	21		78.00
July 2, 1900.....	9	17	9	17		78.00
July 2, 1900.....	2	3	2	3		15.00
July 5, 1900.....	3	4	3	4		21.00
Renewal August 1, 1900.....	1		1			3.00
August 1, 1900.....	10	9	10	9		57.00
August 1, 1900.....	7	12	7	12		57.00
August 1, 1900.....	6	15	2	1	18	36.00
August 1, 1900.....	8	14	8	14		66.00
August 1, 1900.....	1		1			3.00
August 1, 1900.....	6	17	5	3	15	46.50
Renewal September 1, 1900.....	2	5	2	5		21.00
December 1, 1900.....	1	3	1	3		12.00
December 1, 1900.....	1		1			3.00
Renewal December 1, 1900.....	2		2			6.00
Renewal December 1, 1900.....		2		2		6.00
Renewal December 1, 1900.....		1		1		3.00
December 1, 1900.....	7	13	7	13		60.00
January 1, 1901.....	11	7	11	7		54.00
January 1, 1901.....	15	11	7	3	16	54.00
January 1, 1901.....	1	1	1	1		6.00
Renewal January 1, 1901.....	9	7	9	7		48.00
Renewal July 1, 1901.....	1	5	1	5		18.00

STATE CERTIFICATES—CONTINUED.

DATE OF CERTIFICATE.	NO. OF APPLICANTS.		NO. OF CERTIFICATES GRANTED.		No. failed.	Fees received.
	Male.	Female.	Male.	Female.		
Renewal, July 1, 1901.....	2	19	8	19		\$ 81.00
Renewal, July 1, 1901.....	6	14	6	14		60.00
July 1, 1901.....	2	4	2	4		18.00
July 1, 1901.....	7	10	6	8	3	46.50
Renewal, July 1, 1901.....	2	5	2	5		21.00
July 1, 1901.....	4	12	3	11	2	45.00
Renewal, July 1, 1901.....	2	3	2	3		15.00
July 1, 1901.....	3	23	3	23		78.00
July 1, 1901.....	5	21	4	21	1	76.50
July 1, 1901.....	6	9	4	9	2	42.00
August 1, 1901.....	6	5	3	4	4	27.00
Renewal, August 1, 1901.....	7	19	7	19		78.00
August 1, 1901.....	4	22	3	18	5	70.50
August 1, 1901.....	8	18	7	11	8	66.00
August 1, 1901.....	11	15	11	12	3	73.50
August 1, 1901.....	10	12	9	9	4	60.00
Totals.....	202	574	261	513	92	\$ 2,460.00

PRIMARY CERTIFICATES.

July 23, 1899.....	1	1			\$ 3.00
December 1, 1899.....	1	1			1.00
January 1, 1900.....	10	9	1		28.50
June 1, 1900.....	1	1			3.09
July 2, 1900.....	68	68			204.00
July 5, 1900.....	5	5			15.00
August 1, 1900.....	15	13	2		42.00
August 1, 1900.....	13	13			39.00
August 1, 1900.....	4	4			12.00
August 1, 1900.....	3	3			9.00
September 1, 1900.....	6	3	3		13.50
September 1, 1900.....	7	3	4		15.00
December 1, 1900.....	1	1			3.00
December 1, 1900.....	5	5			15.00
January 1, 1901.....	9	8	1		25.50
July 1, 1901.....	5	4	1		13.50
July 1, 1901.....	11	11			33.00
August 1, 1901.....	1	1			3.00
August 1, 1901.....	10	6	4		24.00
August 1, 1901.....	15	13	2		42.00
Total.....	191	173	18		\$ 546.00

STATE DIPLOMAS.

DATE OF DIPLOMA.	NUMBER OF APPLICANTS.		DIPLOMAS GRANTED.		Failed.	Fees received.
	Males.	Females.	Males.	Females.		
September 1, 1899.....	1		1			\$ 5.00
December 1, 1899.....	1		1			5.00
January 1, 1900.....	4		4			20.00
August 1, 1900.....	2		2			10.00
December 1, 1900.....	1		1			5.00
January 1, 1901.....	4	4	3	4	1	37.40
July 1, 1901.....	1		1			5.00
July 1, 1901.....	15	7	15	7		110.00
Total.....	29	11	28	11	1	\$ 197.50

SPECIAL CERTIFICATES.

DATE OF CERTIFICATE.	NUMBER OF APPLICANTS.		CERTIFICATES GRANTED.		Failed.	Fees received.	Kind.
	Males.	Females.	Males.	Females.			
January 1, 1901.....	2	.....	2		\$6.00	German.
September 2, 1901.....	1	....	1		3.00	Vocal.
Total.....	3	.....	3		\$9.00	

SUMMARY.

KIND OF TESTIMONIAL.	NUMBER OF APPLICANTS.			CERTIFICATES AND DIPLOMAS ISSUED.			No. failed.	Fees received.
	Males.	Females.	Total.	Males.	Females.	Total.		
State certificates.....	292	574	866	261	513	774	92	\$2,460.00
Primary certificates.....	191	191	191	173	173	173	18	546.00
State diplomas.....	29	11	40	28	11	39	1	197.50
Special certificates.....	.....	3	3	.....	3	3	.....	9.00
Total.....	321	779	1,100	269	700	969	111	\$3,212.50

CERTIFICATES AND DIPLOMAS ISSUED UNDER THE PRESENT LAW BY BIENNIAL PERIODS.

	1882-83.	1884-85.	1886-87.	1888-89.	1890-91.	1892-93.	1894-95.	1896-97.	1898-99.	1900-01.	Total.
State certificates.....	7	9	53	141	238	252	440	509	680	774	3,103
State diplomas.....	.....	.....	38	44	52	38	54	41	42	39	348
Primary certificates.....	.....	.....	.....	.....	.....	.....	.....	.....	114	173	287
Special certificates.....	A..	.....	.....	.....	.....	.....	.....	.....	.....	3	3
Total.....	7	9	91	185	290	290	494	550	836	989	3,741

RECEIVED IN EXAMINATION FEES.

1884-85.....	\$	42.00
1886-87.....		33.00
1888-89.....		766.00
1890-91.....		856.50
1892-93.....		1,140.00
1894-95.....		1,282.00
1896-97.....		1,800.50
1898-99.....		2,456.50
1900-01.....		3,268.00
1901*		834.50
Total.....		\$12,479.00

*From July 1st to September 30th.

PAID FOR EXPENSES.

1882-83.....	\$ 237.05
1884-85.....	72.55
1886-87.....	318.12
1888-89.....	539.50
1890-91.....	786.92
1892-93.....	549.81
1894-95.....	964.95
1896-97.....	1,052.28
1898-99.....	1,660.57
1900-01†.....	2,377.60
1901*.....	369.08
Total.....	\$ 8,928.43

SUMMARY.

Number of certificates issued to September 30, 1899.....	2,329
Number of certificates issued during period ending September 30, 1901.....	774
Total number issued.....	3,103
Expired by limitation.....	1,373
Number in force September 30, 1901.....	1,730
Number of primary certificates in force September 30, 1899.....	114
Number of primary certificates issued during period ending September 30, 1901.....	173
Number primary certificates in force September 30, 1901....	287
Number special certificates in force September 30, 1899, none.	
Number special certificates issued during period ending September 30, 1901.....	3
Number of diplomas in force September 30, 1899.....	309
Number diplomas issued during period ending September 30, 1901	39
Number in force September 30, 1901.....	348

STATEMENT

Of the expenses of the state board of examiners from October 1, 1899, to October 1, 1901.

WARRANTS ISSUED—TO WHOM.

From October 1 to December 31, 1899.

1899.		
October	9. Amos N. Currier.....	\$.35
October	25. Richard C. Barrett.....	32.82

* From July 1st to September 30, 1901.

† From July 1, 1899, to June 30, 1901.

October	25.	Clara M. Travis	6.00
November	6.	O. E. Klingoman.....	4.50
November	27.	Helen Elliott.....	3.00
November	29.	H. H. Freer.....	12.00
November	29.	H. H. Seerley.....	11.70
December	15.	Ole O. Roe.....	9.00
December	30.	Lucy Curtis.....	46.00
Total			\$ 125.37

From January 1 to December 31, 1900.

1900.			
January	4.	W. F. Giesseman	4.30
January	5.	Elizabeth Hughes	31.42
January	31.	Lucy Curtis	70.00
February	15.	H. H. Seerley	9.50
February	15.	H. H. Freer	11.10
February	15.	Elizabeth Hughes.....	11.40
February	20.	Richard C. Barrett.....	10.58
February	28.	Lucy Curtis.....	83.30
March	31.	Lucy Curtis	65.00
April	20.	W. F. Giesseman.....	8.90
April	30.	Lucy Curtis.....	75.00
May	22.	H. H. Seerley.....	22.90
May	29.	Elizabeth Hughes.....	14.00
May	31.	Lucy Curtis.....	75.00
June	16.	Nellie McAlvin	6.00
June	30.	George E. Mac Lean	7.50
June	30.	H. H. Freer	46.35
June	30.	Lucy Curtis.....	75.00
July	2.	F. M. Allen.....	3.00
July	3.	Richard C. Barrett.....	11.08
July	7.	W. F. Giesseman.....	4.50
July	26.	Helen Elliott	90.16
July	30.	H. C. Dorcas.....	6.00
July	31.	Lucy Curtis.....	75.00
August	14.	Helen Elliott.....	12.00
August	14.	H. H. Seerley.	3.50
August	14.	G. W. Walters.....	3.00
August	14.	R. M. Arey.....	7.50
August	14.	John J. Lambert.....	6.00
August	14.	Nellie McAlvin	6.00
August	14.	Maude Humphrey.....	6.00
August	14.	S. F. Hersey	4.50
August	21.	C. L. Dahlberg	7.84
August	27.	H. H. Freer	6.30
August	27.	George H. Betts.	27.00
August	31.	Lucy Curtis.....	75.00
September	15.	W. F. Giesseman.....	24.10
September	29.	Lucy Curtis.....	75.00
October	18.	Lucy Curtis.....	31.92

October	27.	W. F. Giesseman.....	25.20
October	31.	Lucy Curtis.....	75.00
November	30.	Elizabeth Hughes.....	10.30
November	30.	H. H. Freer.....	26.70
November	30.	H. H. Seerley.....	9.10
November	30.	Nellie McAlvin.....	6.00
November	30.	A. W. Rich.....	3.00
November	30.	Ira S. Condit.....	3.00
November	30.	Lucy Curtis.....	75.00
December	12.	W. F. Giesseman.....	3.20
December	31.	Elizabeth Hughes.....	19.00
December	31.	Lucy Curtis.....	75.00
December	31.	Geo. E. MacLean.....	3.50

Total.....\$ 1,446.65

From January 1 to September 30, 1901.

1901.

January	23.	A. W. Rich.....	\$ 3.00
January	23.	Eva L. Gregg.....	3.00
January	23.	Harry C. Cummins.....	1.50
January	23.	Jeanette Carpenter.....	1.50
January	31.	Lucy Curtis.....	75.00
February	1.	H. H. Seerley.....	9.35
February	1.	H. H. Freer.....	16.90
February	28.	Lucy Curtis.....	75.00
February	28.	W. F. Giesseman.....	6.30
June	5.	H. H. Seerley.....	9.40
June	5.	Louis Begeman.....	3.00
June	5.	Ira S. Condit.....	3.00
June	5.	L. W. Parish.....	6.00
June	5.	A. W. Rich.....	3.00
June	21.	W. F. Giesseman.....	7.60
June	21.	H. H. Freer.....	19.12
June	21.	A. W. Rich.....	9.00
June	21.	L. W. Parish.....	7.50
June	21.	Ira S. Condit.....	7.50
June	21.	G. W. Samson.....	6.00
June	21.	M. F. Arey.....	4.50
June	21.	Louis Begeman.....	3.00
June	21.	Mamie F. Hearst.....	3.00
June	21.	Maude Humphrey.....	3.00
June	21.	Stella Satterthwaite.....	3.00
June	21.	Harry C. Cummins.....	3.00
June	21.	H. H. Seerley.....	1.70
June	29.	Alice Bradrick.....	54.30
July	10.	A. C. Dean.....	3.50
July	10.	Geo. E. MacLean.....	2.35
July	15.	A. C. Dean.....	5.00
July	25.	A. C. Dean.....	5.00
July	31.	Alice Bradrick.....	112.62

August	1.	A. C. Dean	5.00
August	3.	W. F. Giesseman	10.50
August	5.	H. H. Seerley	2.00
August	5.	H. C. Dorcas	6.00
August	5.	Paul F. Voelker	6.00
August	5.	John McCulloch	7.50
August	5.	Ira S. Condit	3.00
August	5.	Harry C. Cummins	3.00
August	5.	Stella Satterthwaite	3.00
August	5.	A. W. Rich	3.00
August	5.	Bertha L. Patt	3.00
August	5.	L. W. Parrish	6.00
August	5.	Mamie F. Hearst	3.00
August	5.	R. M. Arey	18.00
August	5.	Louis Begeman	3.00
August	9.	A. C. Dean	5.00
August	17.	A. C. Dean	5.00
August	22.	George H. Betts	10.50
August	31.	Alice Bradrick	120.46
September	4.	A. C. Dean	3.00
September	4.	Alice Bradrick	14.65

Total..... \$ 717.25

CERTIFICATES AND DIPLOMAS.

STATE CERTIFICATES.

Date of Cert.	TO WHOM ISSUED.	Date of Cert.	TO WHOM ISSUED.
1899.		Jan. 1	J. M. Sylvester
Aug. 1	Frances L. Rogers	Jan. 1	G. M. Triplett
Sept. 1	H. O. Bateman	Jan. 1	L. H. Maus
Oct. 1	Emma C. Moulton	Jan. 1	F. A. Welch
Dec. 1	May Williams	Jan. 1	R. T. Scott
Dec. 1	Catherine Schmidt	Jan. 1	H. A. Dwelle
Dec. 1	Mame R. Prosser	Jan. 1	Minnie A. Carothers
Dec. 1	Bertha Blum	Jan. 1	Mrs. J. L. Buechele
Dec. 1	Mamie Burgess	Jan. 1	S. A. Darland
Dec. 1	Emilie Seltzer	Jan. 1	Life Harrison
Dec. 1	Margaret B. Thomas	Jan. 1	Lizzie A. Rhodes
Dec. 1	Laura B. Swan	Jan. 1	H. H. Davidson
Dec. 1	Thersa Horswell	Jan. 1	Wm. E. Kline
1900.		Jan. 1	Myra B. Dungan
Jan. 1	C. J. Boyington	Jan. 1	Agnes E. Otto
Jan. 1	E. C. Lynn	Jan. 1	Katharine Paine.
Jan. 1	J. W. Elwood	Jan. 8	Jessie L. Bradshaw
Jan. 1	C. W. Thompson	Jan. 8	Mary Braunan
Jan. 1	M. P. Weston	Jan. 8	John E. Cameron
Jan. 1	Clarence Dunn	Jan. 8	Celia Duff
Jan. 1	F. O. Smith	Jan. 8	John H. Ellison
Jan. 1	Emma A. Dilley	Jan. 8	Kittie M. Howard
Jan. 1	C. F. Goltry	Jan. 8	Manning Jaynes
Jan. 1	J. L. Gillies	Jan. 8	Olive Orr

STATE CERTIFICATES—CONTINUED.

Date of Cert.	TO WHOM ISSUED.	Date of Cert.	TO WHOM ISSUED.
Jan. 8	Esie A. Orcutt	June 28	Margaret Van Metre
Jan. 8	Nellie M. Starks.	June 28	Winston C. Osborn
Jan. 8	Mary S. Arnold	June 28	John F. Ogden
Jan. 8	Mary E. Davis	June 28	Grace Whitacre
Jan. 8	Ada Eighmy	June 28	Lillian E. Waite
Jan. 8	Gertrude Jakelin	June 28	Charles A. Webber
Jan. 8	Anna R. Kuebler	June 28	Abbie M. Safford
Jan. 8	Manton J. Lamb	June 28	Libbie Seymour
Jan. 8	Lucy J. Mowrer	June 28	Edith M. Seymour
Jan. 8	E. D. Sylvester	June 28	Tillman Smith
Jan. 8	Elsie M. Steinman	June 28	Lillian Jones
Jan. 8	Nellie L. Smith	June 28	Helen M. Eddy
Jan. 8	Josephine Smith	June 28	Clara L. Groendyke
Jan. 8	Mary L. Townsend	June 28	Lucy Cavenaugh
Jan. 8	Ella M. Thompson	June 28	Selma Daum
Jan. 8	Allice E. Taylor	June 28	Herbert C. Dorcas
Jan. 8	Lydia Tostlebe	June 28	Alica R. Brockway
Jan. 8	Mary E. Waller	June 28	Ruby Baughman
Jan. 8	F. A. Wentland	June 28	John J. Louis
Jan. 8	Geo. H. Ballard	June 28	Edmund J. Louis
Feb. 14	M. E. Lumbar	June 28	Mary McGuire
Feb. 14	Etta Mendenhall	June 30	W. W. Cook
Feb. 14	Anna Bell Foss	July 2	Charles E. Buckley
Feb. 14	Lois Miller	July 2	May A. Brown
Feb. 14	Wm. C. Moyer	July 2	Vlasta S. Brehl
Feb. 14	Florence Ockerson	July 2	Geo. N. Briggs
Feb. 14	Alf. O. Bakken	July 2	Edith H. Curtis
Feb. 14	Joseph E. Allen	July 2	Ella M. Clark
Feb. 14	Delia K. Reilley	July 2	Wm. T. Davidson
Feb. 14	Mary T. Schoener	July 2	Lillian Dale
Feb. 14	Celesta F. Schoener	July 2	Emma C. DeGross
Feb. 14	Willia Scott	July 2	Cora L. Ebersole
Feb. 14	Fannie R. Wilson	July 2	Clarissa A. Ensign
Feb. 14	Emma M. Wright	July 2	James E. Fitzgerald
Feb. 14	Nellie E. Young	July 2	Adella J. Gibson
Feb. 14	Gertrude E. Preston	July 2	Arthur M. Gray
May 1	Julia Gordon	July 2	Esma Galt
June 1	Ellen J. Wing	July 2	Mina Hughes
June 1	Crystal Stair	July 2	Hettie W. Hibben
June 1	Ida M. Huffaker	July 2	Emma Mantz
June 1	Jennie A. Stiles	July 2	Libbie E. Hieber
June 1	Nellie Maynard	July 2	Orrin E. Hibbs
June 1	John W. Marker	July 2	Bessie Hall
June 1	Lucie E. Lukens	July 2	Carrie B. Hickman
June 1	Emma C. Larkin	July 2	J. Herbert Kelley
June 1	Zulema Kostomlatsky	July 2	Mollie Kelly
June 1	William C. Hicks	July 2	Edw. J. Leonard
June 1	Lawrence C. Focht	July 2	Margaret R. Muhs
June 1	Ethel M. Estabrook	July 2	N. Lavina Mowry
June 1	H. T. Curtis	July 2	Cora E. Munro
June 1	Anna Cunningham	July 2	Geo. McCammond
June 1	Laura R. Graham	July 2	Alice J. Mason
June 1	P. L. Larson	July 2	Blanche F. McGrath
June 1	Charles W. Lyon	July 2	Cora Dell Patterson
June 26	Lucy J. Feitz	July 2	Roxy M. Peterson
June 26	Ethel F. Carpenter	July 2	Mary B. Richardson
June 28	Katherine Mauthe	July 2	Mary A. Roberts
June 28	George Howard Fletcher	July 2	Ida M. Robison

STATE CERTIFICATES—CONTINUED.

Date of Cert.	TO WHOM ISSUED.	Date of Cert.	TO WHOM ISSUED.
July 2	Mary Rourke	July 2	Geo. A. Gletty
July 2	Erdena Rose	July 2	Vinnie Garrett
July 2	Guy H. Scobey	July 2	Theo. A. Gerard
July 2	Alice L. St. John	July 2	Florence E. Graham
July 2	Wm. R. Sandy	July 2	Ralph C. Hardie
July 2	Lucy J. Sweetzer	July 2	Albert L. Halstead
July 2	Alois L. Steidl	July 2	Martha Hutchinson
July 2	Steven S. Stockwell	July 2	Daisy Howe
July 2	Cassius E. Tool	July 2	Eva C. Hubbard
July 2	M. Adelaide Twinam	July 2	Mattie Hageman
July 2	Myrtle B. Tool	July 2	Lettie D. Horner
July 2	J. E. Vance	July 2	Johana Hansen
July 2	Janet Wilson	July 2	Lucy E. Hobbs
July 2	Alice E. Wright	July 2	Jennie A. Huie
July 2	Bertha V. Wyant	July 2	Anna Johnson
July 2	Carl C. Magee	July 2	T. Arthur Johnston
July 2	Margaret C. Gilchrist	July 2	Emma A. Jackson
July 2	Myrtle E. Anders	July 2	Hallie Jennings
July 2	Rodney M. Arey	July 2	Florence E. Kimball
July 2	Naomi Achenbach	July 2	C. H. Kamphoefner
July 2	Amy Arey	July 2	James Kendrick
July 2	Bessie Buchanan	July 2	Jennie M. Lindsey
July 2	Eva M. Baker	July 2	Lucy G. Lewis
July 2	Ellen S. Brummund	July 2	Chalmer Le Roy Love
July 2	Luralie Bidlack	July 2	Lillian E. Long
July 2	Willis J. Bell	July 2	Laura E. Martin
July 2	Grace E. Brainard	July 2	Alice Q. Mallory
July 2	Wm. B. Bell	July 2	E. W. B. Mark
July 2	Laura Bowman	July 2	Wm. G. Magee
July 2	Bessie C. Bardsley	July 2	Philomena M. Meyer
July 2	Margaret J. Craven	July 2	Nell I. Minor
July 2	Nellie Canfield	July 2	John McPherson
July 2	Agnes J. Carey	July 2	Mary L. McClung
July 2	Corinne Cochran	July 2	Ida I. Morris
July 2	Mary G. Canfield	July 2	Julia F. Miller
July 2	Mrs. C. S. Cory	July 2	Mae B. Mercer
July 2	Charles S. Cory	July 2	Harriet A. Mallon
July 2	Erie Dell Collins	July 2	Ella E. Moore
July 2	L. Mabel Dimmitt	July 2	Mina B. Ogdén
July 2	Clara M. Daley	July 2	Kate Jane Putnam
July 2	Linnie A. Downs	July 2	Alda L. Potter
July 2	Lesta David	July 2	Olive Pond
July 2	Mary B. Donnan	July 2	Jas. M. Pierce
July 2	Harry W. Dana	July 2	Mary E. Patterson
July 2	Geo. D. Eaton	July 2	Benj. Quigley
July 2	Lena H. Englehart	July 2	Wm. H. Ray
July 2	Thos. L. Eland	July 2	Eliz Rittgers
July 2	Alice J. Edgerly	July 2	Maude B. Ransom
July 2	Irene V. Epley	July 2	Cora A. Reed
July 2	Sedonia L. Fesenbeck	July 2	Emma J. Ridgley
July 2	A. C. Fuller, Jr.	July 2	Mayme Randall
July 2	Florence A. Fleming	July 2	I. Leslie Reed
July 2	Elsie Fabrick	July 2	Lou B. Rollins
July 2	Maude L. Foote	July 2	Cornelia E. Rhynsberger
July 2	De Etta A. Fisher	July 2	Bessie E. Rathbun
July 2	Edna Gamble	July 2	Mabel Shaw
July 2	Margaret A. Gorman	July 2	Belle Supplee
July 2	Ellis T. Gilbert	July 2	Alice M. Simpson

STATE CERTIFICATES—CONTINUED.

Date of Cert.	TO WHOM ISSUED.	Date of Cert.	TO WHOM ISSUED.
July 2	Emma Snoudy	July 2	Ethel M. Burt
July 2	Susan E. Smith	July 2	Lulu Marsh
July 2	Casper Schenk	July 5	David Williams
July 2	Lucy E. Spicer	July 5	Lulu Washburn
July 2	Ina D. Shuttlesworth	July 5	Grace I. Norton
July 2	Leonard D. Salisbury	July 5	Harriet G. Pierce
July 2	Edna Stone	July 5	Edward H. Crane
July 2	Sarah P. Sherman	July 5	Harriet M. Rankins
July 2	Paul B. Samson	July 5	John H. Rozema
July 2	Ida Nell Tupper	July 5	Paul F. Voelker
July 2	Margaret Thompson	July 24	Lenna M. Huffman
July 2	Belle Tellier	Aug. 1	J. A. Eckenrod
July 2	Mary H. Thompson	Aug. 1	Nellie May Emmons
July 2	Ethel M. Van Winkle	Aug. 1	Harry Hass
July 2	Olive Whitmore	Aug. 1	Frank S. Hill
July 2	Mabel Wise	Aug. 1	Edna A. Kepler
July 2	Jennie H. Wheeler	Aug. 1	Edith L. Phillips
July 2	Myra Woodford	Aug. 1	Louise Pashby
July 2	John P. Woodruff	Aug. 1	C. W. Ramseyer
July 2	Weslie Wiler	Aug. 1	Eva M. Saucer.
July 2	Mabel Whitney	Aug. 1	Mary Stewart
July 2	Belle Woodford	Aug. 1	Nettie Marie Siders
July 2	Ida M. Wilson	Aug. 1	S. R. Fitz
July 2	Flora A. Walker	Aug. 1	Anna L. Horton
July 2	Ida May West	Aug. 1	Nellie R. Schroeter
July 2	Clara Wakefield	Aug. 1	Wilbur J. Fleming
July 2	E. J. Warren	Aug. 1	E. G. Bailey
July 2	Beatrice S. Weller	Aug. 1	Matie Alexander
July 2	Wm. Q. Yost	Aug. 1	Berton L. Bankert
July 2	Harry C. Cummings	Aug. 1	Maude Bryte
July 2	W. H. Wadleigh	Aug. 1	Hanna E. Clendenon
July 2	Lincoln Antrim	Aug. 1	Albert S. Murray
July 2	Jos. W. Eaton	Aug. 1	Irwin S. Pepper
July 2	Grace E. Kincaid	Aug. 1	Belle Newell
July 2	Blanche Hinkley	Aug. 1	Anna E. Hindman
July 2	Ruth B. Elliott	Aug. 1	Rose A. Crow
July 2	Minnie L. Wilson	Aug. 1	Grace Griffiths
July 2	Margaret A. Tobin	Aug. 1	Hilles M. Taylor
July 2	Katherine Sheehan	Aug. 1	Bessie Burnett
July 2	Alma Marie Savage	Aug. 1	James Bever
July 2	Mary T. Sayre	Aug. 1	A. Theo. Whiting
July 2	Arthur T. S. Owen	Aug. 1	Daisy E. Wood
July 2	Leverett T. Newton	Aug. 1	Mary D. Hall
July 2	Josephine Bly	Aug. 1	David C. Neifert
July 2	Carrie L. Neidy	Aug. 1	Charles R. Lowe
July 2	Armanella Myers	Aug. 1	Nettie C. West
July 2	Jennie B. Maynard	Aug. 1	Lillian Rogers
July 2	Leila A. Mitchell	Aug. 1	Ruth Penrose
July 2	Ralph R. Lewis	Aug. 1	Frank R. Schafer
July 2	Mary E. Keehl	Aug. 1	Chancellor J. Brower
July 2	Anna E. Heller	Aug. 1	Nannie D. Gillies
July 2	Benjamin G. Hess	Aug. 1	Lida Hodge
July 2	Nellie M. Hoxie	Aug. 1	J. Edward Holmes
July 2	Hanora L. Huddy	Aug. 1	Dellora Sims
July 2	Robert D. Daugherty	Aug. 1	John J. Rae
July 2	Lewis D. Curtis, Jr	Aug. 1	Charles Murray
July 2	Amy Laura Clark	Aug. 1	George F. Ogden
July 2	Ada L. Blaska	Aug. 1	Guy Hughes

STATE CERTIFICATES—CONTINUED.

Date of Cert.	TO WHOM ISSUED.	Date of Cert.	TO WHOM ISSUED.
Aug. 1	Katherine A. Cocke	Dec. 1	Bridget V. Walsh
Aug. 1	Clyde E. Akers	1901.	
Aug. 1	Myra M. Jones	Jan. 1	Joseph R. Allen
Aug. 1	Elizabeth G. Macy	Jan. 1	Chas. E. Arnold
Aug. 1	John F. Overmeyer	Jan. 1	Chas. A. De Long
Aug. 1	Olive Taylor	Jan. 1	Benj. E. Finley
Aug. 1	Elizabeth M. Gill	Jan. 1	Phoebe Gregg
Aug. 1	William F. Persons	Jan. 1	John Hayes
Aug. 1	Herman H. Schroeder	Jan. 1	Frank M. Holmes
Aug. 1	Charles C. Gray	Jan. 1	Renwick J. Hartung
Aug. 1	Albert N. Orcutt	Jan. 1	Winifred Hunter
Aug. 1	Sarah M. Nauman	Jan. 1	James R. Howard
Aug. 1	Martha J. Moler	Jan. 1	Nellie D. Howard
Aug. 1	Luella M. Albrook	Jan. 1	Minnie Klass
Aug. 1	Joseph M. Sniffen	Jan. 1	Jessie E. Loar
Aug. 1	Emmett J. Cable	Jan. 1	Kelsey G. Lancelot
Aug. 1	Wm. H. Kent	Jan. 1	John L. Latta
Aug. 1	Carrie S. Moffitt	Jan. 1	Mary H. Lewis
Sept. 1	Orra M. Bordner	Jan. 1	Jessie E. Marker
Sept. 1	J. C. Kellow	Jan. 1	James E. Moore
Sept. 1	Isabelle Cowan	Jan. 1	Oscar W. Maxwell
Sept. 1	Lee A. Glassburn	Jan. 1	Joseph S. McCowan
Sept. 1	Nettie A. Fibbs	Jan. 1	Mary L. Phelps
Sept. 1	Florence M. Enderlee	Jan. 1	Aaron Palmer
Sept. 1	William M. Moore	Jan. 1	Effie Pugh
Sept. 1	Eula Van Vranken	Jan. 1	Margaret A. M. Rice
Sept. 1	Bessie L. George	Jan. 1	John M. Stoke
Sept. 1	Mittie M. Pile.	Jan. 1	Chas. F. Schell
Sept. 1	William Bell	Jan. 1	Garrett O. Van Meter
Dec. 1	Edward E. Blythe	Jan. 1	Edw. A. Woodrow
Dec. 1	Anna L. Ehret Sharpe	Jan. 1	Anna Chamberlin
Dec. 1	Hattie M. Clearman	Jan. 1	Fred C. Clark
Dec. 1	Belle E. Newbold	Jan. 1	Wm. L. Barrett
Dec. 1	John F. Reed	Jan. 1	Curtis P. Beale
Dec. 1	W. Lee Jordan	Jan. 1	Harlan H. Hickman
Dec. 1	Edwin Dukes	Jan. 1	Chas. E. Hanchett
Dec. 1	Mary A. Anderson	Jan. 1	Mary A. Girtton
Dec. 1	Sarah A. MacDonald	Jan. 1	Wm. W. Jeffers
Dec. 1	Della F. Northy	Jan. 1	Wm. J. Jerome
Dec. 1	John W. Atchley	Jan. 1	Emelie Kreig
Dec. 1	Inez Sue Bevans	Jan. 1	Clarence Messer
Dec. 1	Geo. J. Balzer	Jan. 1	Herbert Mitchell
Dec. 1	Jessie A. Butterfield	Jan. 1	Clara Pugh
Dec. 1	Maud L. Cramer	Jan. 1	J. M. Rapp
Dec. 1	Elmer E. Franklin	Jan. 1	Luella V. Simmons
Dec. 1	Mattie A. Freeburg	Jan. 1	Anna J. Ziek
Dec. 1	E. W. Gregson	Jan. 1	Harriet P. West
Dec. 1	W. J. Hunt	Jan. 1	Anna Batman
Dec. 1	Jedie E. Jones	July 1	Walter E. Atkinson
Dec. 1	Ella Lund	July 1	Nellie Anderson
Dec. 1	Thos. L. Long	July 1	Sarah E. Bershee
Dec. 1	Maud Lane	July 1	Edith S. Ballou
Dec. 1	Lucinda Minnick	July 1	Florence M. Butler
Dec. 1	Florence E. Miller	July 1	C. Bulah Burris
Dec. 1	E. Josephine Miller	July 1	Chas. W. Cruikshank
Dec. 1	Chas. U. Moore	July 1	Wm. E. Collins
Dec. 1	Ida Peterson	July 1	Grace E. Childs
Dec. 1	Ida A. Reimer	July 1	Alice R. Donahue

STATE CERTIFICATES—CONTINUED.

Date of Cert.	TO WHOM ISSUED.	Date of Cert.	TO WHOM ISSUED.
July 1	Mary A. England	July 1	G. Lester Martin
July 1	Adeline L. Fellingham	July 1	Estella D. Marshall
July 1	Harry A. Frise	July 1	Mary Patton
July 1	Cathryn R. Goble	July 1	John R. Slacks
July 1	R. A. Griffin	July 1	Chester E. Wright
July 1	Louise Gutenkunst	July 1	Callie Arnold
July 1	Marie Golden	July 1	Bertha L. Fehleisen
July 1	S. Stena Hansen	July 1	W. H. Whitford
July 1	Ida M. Hoeberg	July 1	Margaret Alston
July 1	Amy Hahn	July 1	Stella M. Speke
July 1	Esther Jacobs	July 1	Fannie Suplee
July 1	Chas. O. Jameysen	July 1	Thos. J. Fitzpatrick
July 1	Nellie G. Kaut	July 1	Mattie M. Bach
July 1	Knute N. Knudson	July 1	Annie D. Dickey
July 1	Mollie G. Leebrick	July 1	Jos. M. Holaday
July 1	Harriet Lane	July 1	Mary E. Hostetler
July 1	Chas. L. Lewis	July 1	Gertrude McClure
July 1	Laura McLane	July 1	Sara M. Nollen
July 1	Emma J. Mitchell	July 1	Frank L. Renshaw
July 1	J. I. Martin	July 1	Katherine Renshaw
July 1	Minta R. Moore	July 1	Ina B. Robinson
July 1	Evelyn Miller	July 1	Elizabeth Tweedy
July 1	Eva B. Moore	July 1	Florian Von Eschen
July 1	Lizz'e R. Marshall	July 1	Harriet J. Wall
July 1	Agnes L. Nairn	July 1	Hattie L. Sawyer
July 1	A. J. Oblinger	July 1	William S. Still
July 1	Caroline Otis	July 1	Minnie D. Ashbrook
July 1	Cora E. Poor	July 1	Austin A. Baker
July 1	Daniel R. Perkins	July 1	Josephine L. Bunce
July 1	Maud Pinkerton	July 1	Katherine Schwertley
July 1	Elizabeth Perkins	July 1	Samuel Quigley
July 1	Mary E. Schroeder	July 1	Eliz. A. Arnett
July 1	James C. Sanders	July 1	Bessie B. Arnold
July 1	Thomas H. Stone	July 1	Bruce Alderman
July 1	Theresa Tiedmann	July 1	Edna F. Alexander
July 1	S. O. Thomas	July 1	Amelia Bauman
July 1	Melvin R. Timmerman	July 1	Jessie Blodgett
July 1	Helen A. Tyler	July 1	Emma Blezek
July 1	Frances M. Wallace	July 1	Lydia J. Blanch
July 1	Lillian Winzer	July 1	Belle Burkholder
July 1	Paula B. Winzer.	July 1	Fannie Butts
July 1	Alice J. White	July 1	William J. Barloon
July 1	Emma Youngquist	July 1	Lena M. Bedenbender
July 1	William A. Burton	July 1	Lizzie B. Beal
July 1	Frank A. Barber	July 1	Mae Cresswell
July 1	Annette Barnum	July 1	Lucy E. Calonkey
July 1	Sidna Dowell	July 1	Catherine Crawford
July 1	F. Sue Ford	July 1	Elizabeth M. Clifford
July 1	Fannie Flickinger	July 1	Lenora Collins
July 1	Fred H. Figert	July 1	Mabel M. Christie
July 1	Chas. H. Gilbert	July 1	Alice M. Cowie
July 1	Amy Graham.	July 1	Anna B. Dryden
July 1	Anna J. Gardner	July 1	Clara B. Denniston
July 1	Elmer E. Kuhn	July 1	Cliff S. Dunham
July 1	Sara Lowe	July 1	Ida Ericsson
July 1	Sadie McClain	July 1	Nellie M. Fields
July 1	Cap E. Miller	July 1	Addy Firkins
July 1	Ethel Meacham	July 1	Edith M. Fischer

STATE CERTIFICATES—CONTINUED.

Date of Cert.	TO WHOM ISSUED.	Date of Cert.	TO WHOM ISSUED.
July 1	Agnes Gilbride	Aug. 1	Agnes M. Cowan
July 1	Mabel A. Gilmore	Aug. 1	Ernest D. Ede
July 1	Emma A. Grau	Aug. 1	Margaret E. Galvin
July 1	Edward Gepson	Aug. 1	Mandelia Harsin
July 1	Jessie L. Harnit	Aug. 1	Margaret King
July 1	Venia Hawley	Aug. 1	S. T. May
July 1	Mary D. Hampton	Aug. 1	Geo. B. Rigg
July 1	Margaret Hawk	Aug. 1	Maggie M. Rogers
July 1	Louise Jones	Aug. 1	Elizabeth Wilcox
July 1	Ellen C. Jackson	Aug. 1	Lydia Whited
July 1	Eva M. Luse	Aug. 1	Florence Johnson
July 1	Margaret McLaughlin	Aug. 1	Deca Lodwick
July 1	Elsie Mendenhall	Aug. 1	Daisy M. Morris
July 1	Adena B. Olmstead	Aug. 1	Frank E. Tellier
July 1	Geneva H. Pike	Aug. 1	John L. Conger
July 1	Emily M. Porter	Aug. 1	Kate E. Hansen
July 1	David Patten	Aug. 1	Mary E. Lee
July 1	Hilma Peterson	Aug. 1	Anna M. Meier
July 1	Louis Pelzer	Aug. 1	Celia Peterson
July 1	Nellie L. Pemberton	Aug. 1	Ira G. Wilson
July 1	Roxy Parker	Aug. 1	Mildred Anderson
July 1	Ralph Rigby	Aug. 1	Leota Blackman
July 1	Anna Riggs	Aug. 1	Alice E. Blake
July 1	Laura K. Reynolds	Aug. 1	Jessie F. Brinkman
July 1	Olive Reed	Aug. 1	James A. Boyle
July 1	Lillian E. Rickert	Aug. 1	Lucretia Buckner
July 1	Izola Sweeney	Aug. 1	Elizabeth Burton
July 1	Rosa M. Schoelerman	Aug. 1	Alice L. Clark
July 1	Bessie Swan	Aug. 1	Jessie Craig
July 1	Effie A. Templeton	Aug. 1	Jessie E. Cundy
July 1	E. M. Wilcox	Aug. 1	Jessie L. Cunnig
July 1	Lois S. Willson	Aug. 1	Minnie M. Egy
July 1	Edna M. Windolf	Aug. 1	Jennie B. French
July 1	Fred J. Walker	Aug. 1	Nora E. Hauger
July 1	Clarence Wassam	Aug. 1	Laura B. Hutchinson
July 1	Geo. A. Chaney	Aug. 1	Mary S. Indra
July 1	Grace M. Harrison	Aug. 1	Katie M. Ives
Aug. 1	Florence B. Bryte	Aug. 1	Grace S. Kane
Aug. 1	Geo. H. Colbert	Aug. 1	Geo. H. Kellogg
Aug. 1	John M. Hussey	Aug. 1	Gratia C. Kinney
Aug. 1	Thos. W. Keenan	Aug. 1	T. Blanche Le Valley
Aug. 1	Grace A. Nelson	Aug. 1	J. I. Lynch
Aug. 1	Amenda C. Nelson	Aug. 1	Geo. E. Misseldine
Aug. 1	Jennie Taylor	Aug. 1	Thos. E. McCarty
Aug. 1	Louise Westphal	Aug. 1	M. L. McQuilkin
Aug. 1	Belle Boyd	Aug. 1	Miller S. Nelson
Aug. 1	John W. Boyle	Aug. 1	John H. Phelps
Aug. 1	Edith Brooke	Aug. 1	Gertrude M. Powell
Aug. 1	Charlotte M. Davis	Aug. 1	Effie B. Roller
Aug. 1	Nellie F. Hudson	Aug. 1	Lillie A. Rollins
Aug. 1	Susie A. Hemenway	Aug. 1	Margaret M. Scallou
Aug. 1	Grace A. McNeil	Aug. 1	Frank R. Sebolt
Aug. 1	Amelia L. Parker	Aug. 1	Emma Secor
Aug. 1	Harry H. Savage	Aug. 1	Luella Sherer
Aug. 1	Harry S. Stein	Aug. 1	Violet Starr
Aug. 1	A. L. Brown	Aug. 1	Faith I. Stuntz
Aug. 1	Bertha E. Bush	Aug. 1	Ervin E. Strawn
Aug. 1	Alice Clark	Aug. 1	Margaret M. St. Clair

STATE CERTIFICATES—CONTINUED.

Date of Cert.	TO WHOM ISSUED.	Date of Cert.	TO WHOM ISSUED.
Aug. 1	Edgar R. Stoddard	Aug. 1	Mary E. Hardy
Aug. 1	Denison A. Tisdale	Aug. 1	Loretta E. Harrison
Aug. 1	J. E. Troth	Aug. 1	A. G. Hoel
Aug. 1	John T. Velin	Aug. 1	Jos S. Hofer
Aug. 1	H. F. Volkmann	Aug. 1	Ida Jacobs
Aug. 1	Geo. H. Washburn	Aug. 1	Mary G. McCullough
Aug. 1	J. R. Wilson	Aug. 1	J. Earl McLean
Aug. 1	Mamie L. Patty Winter	Aug. 1	Lottie M. Northey
Aug. 1	Amy I. Bascom	Aug. 1	John C. Phares
Aug. 1	Nellie Brand	Aug. 1	Etta J. Whipple
Aug. 1	L. W. Butler	Aug. 1	T. Vincent Bird
Aug. 1	Margaret Burr	Aug. 1	Blanche Riggs
Aug. 1	A. L. Burgoon	Aug. 1	Alzada B. Mowry
Aug. 1	Henry W. Chehock	Aug. 1	T. M. Prall
Aug. 1	Glen Daugherty	Aug. 1	James B. Green
Aug. 1	Phoebe Dixon	Aug. 7	Gertrude Barnard

PRIMARY STATE CERTIFICATES.

1899.		July 2	Anna M. Lundien
July 23	Elizabeth Brashear	July 2	Mary L. Loveland
Dec. 1	Minnie Markham	July 2	Margaret E. Luther
1900.		July 2	Lillian McCulloch
Jan. 1	Mary A. Wilson	July 2	Mary F. Millett
Jan. 1	Harriet Stephens	July 2	Edyth A. McAlpine
Jan. 1	Clarice J. Baird	July 2	Lucy H. Meacham
Jan. 1	Amy A. White	July 2	Lucy Otis
Jan. 1	Mrs. J. J. Carr	July 2	Louise S. Peet
Jan. 1	Celia Potts	July 2	Eva L. Macy
Jan. 1	Nina A. Wilson	July 2	Lela Phelps
Jan. 1	Nellie C. Thompson	July 2	Stella Peterson
Jan. 1	Amine Quackenbush	July 2	Ora M. Quint
June 1	Alice Kinsley	July 2	Susie M. Riley
July 2	Maud L. Barger	July 2	Olive G. Reeve
July 2	Gertrude Coffman	July 2	Gladys Love Sigworth
July 2	Amy E. Ellenwood	July 2	Weltha Speake
July 2	Kate A. Davis	July 2	Pauline J. Schuff
July 2	R. Ellen Gillmor	July 2	Cora D. Sawyer
July 2	Etta Shellabarger	July 2	Cora M. Von Stein
July 2	Stella S. Savage	July 2	Blanch L. Vance
July 2	Bessie A. Stickney	July 2	Clara O. Wallingford
July 2	Anna B. Schneider	July 2	Avis Williams
July 2	Kittie I. Townsend	July 2	Marena F. Winter
July 2	Mae Williams	July 2	Marie H. Ash
July 2	Sara M. Wilson	July 2	Flora M. Gohagen
July 2	Frances A. Burns	July 2	May Greenside
July 2	Lillian L. Barber	July 2	Florence Knox
July 2	Edna E. Canfield	July 2	Leila Loudon
July 2	Katherine P. Castle	July 2	Gertrude E. Marshall
July 2	Margaret M. Campbell	July 2	Josie L. Knox
July 2	Clara A. Dahlin	July 2	Lydia A. Schultz
July 2	Cora L. Dill	July 2	Minnetta Smith
July 2	Florence H. Gregg	July 2	Bertha E. Bennett
July 2	Adah M. Hayes	July 2	Martha Fothergill
July 2	Grace L. Hoyt	July 2	Kittie A. Lockwood
July 2	Mabel L. Hatch	July 2	Florence Anderson
July 2	Eva Jane Kephart	July 2	Nerva Bateman

PRIMARY STATE CERTIFICATES—CONTINUED.

Date of Cert.	TO WHOM ISSUED.	Date of Cert.	TO WHOM ISSUED.
July 2	Grace Corbin	Dec. 1	Adelene Both
July 2	Clara C. Ingalls	Dec. 1	Mary H. Coughtry
July 2	Jennie E. Joyce	Dec. 1	Katherine G. Coughtry
July 2	Margaret C. King	Dec. 1	Zaidee L. King
July 2	Irmagard Hemingway	Dec. 1	Ella Nichols
July 2	Helena Feeny	Dec. 1	Bridget Mary Nelson
July 5	Adeline Currier	1901.	
July 5	Nora Kelly	Jan. 1	Eva M. Whitney
July 5	Harriet Carpenter	Jan. 1	Bertha E. Ohler
July 5	Ella Z. Huffman	Jan. 1	Ella Hart
July 5	Helen Johnston	Jan. 1	Myrtle Guthrie
Aug. 1	Emma Kalb	Jan. 1	Helen E. Fenner
Aug. 1	Lucy R. Neill	Jan. 1	Jessie Frazier
Aug. 1	Ethel Estella Smith	Jan. 1	Laura E. Colburn
Aug. 1	Cora A. Chamberlin	Jan. 1	Harriet E. Brand
Aug. 1	Nannie E. Crawford	July 1	Jennie Gilchrist
Aug. 1	Orpha E. Crook	July 1	Caroline A. Newcomb
Aug. 1	Clara A. Bowers	July 1	Mabel Bigelow
Aug. 1	Mary Ella Edelen	July 1	Flora Belle Groat
Aug. 1	Grace E. Evans	July 1	Fannie E. Leighton
Aug. 1	Mary J. Hart	July 1	Daisy Pickard
Aug. 1	Carrie M. Hawver	July 1	Gertrude Apple
Aug. 1	Harriet N. Ingman	July 1	Elizabeth Barr
Aug. 1	Madge M. Noble	July 1	Vae Barr
Aug. 1	Ella May Payton	July 1	Edith Childs
Aug. 1	Effie Stevens	July 1	Ida M. Gower
Aug. 1	Elizabeth Jones	July 1	Alice C. Joy
Aug. 1	Alice R. Davies	July 1	Deliah Putnam
Aug. 1	Sara L. Hart	July 1	Rebecca Rollinson
Aug. 1	Minnie H. Hindman	July 1	Bessie Sebolt
Aug. 1	Minnie Hanson	Aug. 1	Fannie S. Orth
Aug. 1	Mary A. Scott	Aug. 1	Helen S. Algyer
Aug. 1	Jane Howe	Aug. 1	Cora M. Belcher
Aug. 1	Mamie St. George	Aug. 1	Lillian E. Bowers
Aug. 1	Fannie A. Palmer	Aug. 1	Mattie L. Larkin
Aug. 1	Minnie Mae Myers	Aug. 1	Delphine Lutes
Aug. 1	Sadie Batten	Aug. 1	May L. Maynard
Aug. 1	Eleanor A. Canty	Aug. 1	Katherine Mann
Aug. 1	Martha E. Herrick	Aug. 1	Margaret McGovern
Aug. 1	Maude M. McFarland	Aug. 1	Myrtle G. Rose
Aug. 1	Ella Zuver	Aug. 1	Elnora E. Shillig
Aug. 1	Harriet W. Raw	Aug. 1	Clara V. Sine
Aug. 1	Mary J. Stotts	Aug. 1	Jessie L. Stanley
Aug. 1	Anna Hall Grace	Aug. 1	Ema C. Vandevort
Sept. 1	Margaret Ryan	Aug. 1	Augusta Anderson
Sept. 1	Stella G. Marsh	Aug. 1	M. Amelia Bates
Sept. 1	Martha Garrison	Aug. 1	Lou M. Graves
Sept. 1	Maude Utecht	Aug. 1	Anna B. Mikesell
Sept. 1	Lillian L. Kitterman	Aug. 1	Lou Watson
Sept. 1	Josephine Perrine	Aug. 1	Edith G. Whiting

SPECIAL CERTIFICATES.

January 1, 1901, Carry von Bergen, (German).

January 1, 1901, Mary Ryan, (German).

September 2, 1901, Mrs. H. R. Reynolds, (Vocal.)

STATE DIPLOMAS.

of Dip- loma	TO WHOM ISSUED.	Date of Di- pl'ma	TO WHOM ISSUED.
1899.		July 2	Frank C. Woods
ct. 2	Geo. H. Betts	July 2	Stella Tuttle
ec. 1	J. H. Schroeder	July 2	Jos. E. Clayton
1900.		July 2	James P. Dodds
m. 1	A. V. Storm	July 2	John H. Ellyson
m. 1	F. A. Lacey	July 2	Ralph A. Elwood
m. 1	A. F. Styles	July 2	Ida Fesenbeck
m. 1	S. A. Power	July 2	Elizabeth Maclean
ty 2	F. E. Lenocker	July 2	Samuel A. Potts
ty 2	Henrietta Brayton	Aug. 1	George Galloway
ty 2	Margaret L. Cunningham	Aug. 1	Chas. F. Garrett
ty 2	Eugene G. Clark	Dec. 1	F. J. Sessions
ty 2	Bridget E. Cunningham	1901.	
ty 2	Deborah Davis	Jan. 1	J. Harrie Beveridge
ty 2	Maude Humphrey	Jan. 2	Mary E. Chandler
ty 2	Oliver M. Harvey	Jan. 2	Wm. F. Chevalier
ty 2	Manning Jaynes	Jan. 2	Millicent M. Cuplin
ty 2	Chas. W. Lyon	Jan. 2	Lydia Hinman
ty 2	Margaret Mackin	Jan. 2	Elizabeth F. Wright
ty 2	Gordon W. Randlett	Jan. 2	John F. Smith
ty 2	Chas. Severance	July 1	Barclay C. Winslow

CHAPTER VIII.

FREE TEXT-BOOKS FOR PUBLIC SCHOOLS.

ADOPTION AND PURCHASE.

HOW TO SECURE ADOPTION.

DISTRICTS USING FREE BOOKS.

REPORTS FROM IOWA DISTRICTS.

EXPENSE OF FREE BOOKS.

LAWS IN DIFFERENT STATES.

ARGUMENTS IN FAVOR OF FREE BOOKS.

FREE TEXT-BOOKS FOR PUBLIC SCHOOLS.

Section 2836 provides that "whenever a petition signed by one-third or more of the legal voters, to be determined by the school board of any school corporation, shall be filed with the secretary thirty days or more before the annual meeting of the electors, asking that the question of providing free text-books for the use of pupils in the public schools thereof be submitted to the voters at the next annual meeting, he shall cause notice of such proposition to be given in the call for such meeting."

ADOPTION AND PURCHASE.

Section 2837 provides that "if, at such meeting, a majority of the legal voters present and voting by ballot thereon shall authorize the board of directors of said school corporation to loan text-books to the pupils free of charge, then the board shall procure such books as shall be needed, in the manner provided by law for the purchase of text-books and loan them to the pupils. The board shall hold pupils responsible for any damage to, loss of, or failure to return any such books, and shall adopt such rules and regulations as may be reasonable and necessary for the keeping and preservation thereof. Any pupil shall be allowed to purchase any text-book used in in the school at cost. No pupil already supplied with text-books shall be supplied with others without charge until needed. The electors may, at any election called as provided in the last section, direct the board to discontinue the loaning of text-books to pupils."

HOW TO SECURE ADOPTION.

By reference to the law as found in the sections quoted above, it will be seen that the steps necessary to secure the adoption of free text-books are as follows:

1. To file a petition signed by one-third or more of the legal voters, with the secretary of the school township or independent district not less than thirty days before the annual meeting of the electors.

2. The petition must contain a request to the board to submit to the electors the question of providing free text-books for all the pupils in the public schools of the corporation.

3. If the board is satisfied that the petition contains the names of one-third of the legal voters residing in the corporation, the submission of the question in the manner provided is mandatory, and the secretary shall give notice of such proposition in his call for the annual meeting.

4. The voting must be done by ballot, and if a majority of the ballots cast is in favor of the proposition, then the board must procure the books and loan them to the pupils under regulations in harmony with the law.

DISTRICTS USING FREE BOOKS.

Under the above provisions free text-books are now supplied to pupils in the following districts:

Allamakee county: Capoli, Fairview.

Audubon: Audubon, Exira.

Butler: German.

Calhoun: Manson, Rockwell City.

Cedar: Centerdale, Highland.

Cerro Gordo: Campbell.

Clay: Spencer.

Clinton: Orange, Clinton, Delmar, Excelsior.

Dallas: Dexter.

Fremont: Highland.

Guthrie: Pioneer.

Hancock: Amsterdam, Orethell.

Hardin: Union township, No. 8.

Harrison: Dunlap, Missouri Valley.

Jackson: Preston.

Linn: Kenwood Park.

Marshall: Marshalltown.

Mills: Glenwood, Preston, Gowen.

Page: Clarinda.

Pocahontas: Pocahontas.

Polk: Capital Park, East Des Moines, West Des Moines.

Pottawattamie: Neola, Council Bluffs.

Poweshiek: Grinnell.

Ringgold: Poe Nos. 1 and 2, Mt. Ayr.

Sioux: Sioux Center.

Story: Nevada, Slater, Bloomfield.

Tama: Toledo.

Warren: Oak Grove.

Webster: Westlund.

Winnebago: Norway, Logan, Mt. Valley.

Woodbury: Grant, Oto, Woodbury, Liberty, Pierson, No. 4.

REPORTS FROM SOME DISTRICTS.

WEST DES MOINES.—Speaking of the plan, Mr. Louis C. Kurtz, of the independent district of West Des Moines, in his report as president of the board in March, 1901, said:

“In accordance with the vote of the electors of this school district, free text-books were purchased and placed in the hands of pupils in the old West Des Moines District in September, 1899, and in all schools of the consolidated district September, 1900. The expense has been \$15,621.67, and the results so far have been highly satisfactory. In addition to furnishing text-books free, the board has construed the law in a liberal spirit and furnishes also all pens, pencils, paper and other material needed by the pupils. Our school is in effect a free school in every particular and no pupil or parent can urge as an excuse for non-attendance the inability to purchase text-books or supplies. I believe that this has materially increased the attendance and improved the quality of the work done.”

Mr. S. H. Sheakley, city superintendent of the same district in his annual report for the year said that “the furnishing of text-books and supplies by the board has consequently been a great saving to the people, besides increasing the attendance and enabling better work to be done.”

CLINTON.—Clinton adopted the free text-book plan some years ago and in writing of its workings City Superintendent O. P. Bostwick says:

“In regard to care of books I would say that it is necessary for the teaching force to be vigilant and that a system of fines be adopted and enforced, otherwise many pupils will abuse the books. We have been very rigid in the enforcement of the fine system and have succeeded in keeping our books in good condition. I enclose blank form which is pasted in each book. Each teacher keeps in a loan record a duplicate of the entry made on this label.

We allow pupils to take their books home to study. I do not believe any diseases are contracted from use of free-text books. We have our books covered with patent book covers. When a book changes hands the old cover is taken off and a new one put on.

Free text-books are a great advantage because the schools are equipped at much less expense to the district. The books when not satisfactory can be exchanged for modern and better texts without hardship to any family. Besides, we always have at hand a supply of books for every pupil who moves into our city and any one moving out of our city has no supply of books to dispose of at a loss or to keep as dead property on their hands.

It will be a great advantage, in my judgment, if every district in the state would adopt the free text-book system.”

MARSHALLTOWN.—Mr. F. E. Willard, City Superintendent, Marshalltown, where free books have been in use for more than a year, writes as follows:

"The plan has worked very satisfactorily so far. It required considerable extra work on the part of the teachers at first, for the pupils had to be taught to take care of their books properly, but since the pupils have become accustomed to the requirements in this respect, there has been comparatively little extra work. The children certainly take much better care of their books than they did when they owned them. The covers, too, help to preserve the books.

"We have had no trouble from disease in this connection. If a pupil is taken sick with some contagious disease and there is a possibility that the books are infected, the books are burned. I should think that the loss through this cause has been between five and ten dollars. But all schools use supplementary readers which are passed from hand to hand, and in every school many second-hand school books are in use. There is no more danger from free text-books than from these. I do not think that the question of disease will ever be found a serious objection to the system where it has been tried. While it is some extra work to hold pupils responsible for the care of the books, I believe their training in this respect is worth something as an element of their education."

MISSOURI VALLEY.—At Missouri Valley the system was adopted in 1897. Writing of its working in 1900, Supt. A. B. Warner said:

"Introduction was gradual so that all books were not owned by the district for somewhat more than a year. Ten per cent of our pupils are in high school where books cost most and must be liberally supplied. We have an excellent supply of modern books in all grades and many reference and supplementary texts. The expenditure has averaged 77 cents per year for each pupil, including the high school, for the three years—\$1.04 for the first year, 86 cents for the second year, and 41 cents for the third year. But this does not represent the average cost since we now have on hands more than 6,000 volumes, most of which are in good condition. The above figures represent the average cost if we were to burn all books on hand at the close of this third year.

"The work of our schools has been greatly aided in many ways by free text-books and I have not heard a complaint from any patron. If there are any objections, I have not yet discovered them.

"Perhaps I should have stated that we do not attempt to furnish pupils' general supplies, save to a limited extent, and the above figures represent text-books only."

MT. AYR—Supt. Adam Pickett of Mt. Ayr says:

"I am pleased to inform you that we have had free text-books in nearly all the departments of our schools during the past three years, and the results have been very satisfactory to our pupils, teachers, and patrons. We are able to get all the children to work in the very beginning of each term, and when new pupils enter or transfers are made at any time during the term, no time is wasted, and thus the efficiency of the school is very much increased.

"Before making the experiment I thought I could give many cogent reasons why free text-books should not be provided. Many of these reasons have already disappeared; and the advantages now seem to me to be so great

that I feel that the district cannot afford to be without them, even from an economic standpoint."

MANSON.—The secretary of the board at Manson, Mr. C. R. Nicholson, writes:

" We have had the free text book system in our schools of Manson, nearly two years. It has given the very best of satisfaction, as it gives the teacher absolute control of each pupil. If a pupil can make an extra grade the books are simply exchanged, and the pupil put ahead. If the child can not keep up with the grade he can be changed so that at all times, the pupil is in the grade where he belongs. We bought the first year about \$1,000 worth of books, pupils 415. This, the second year, we have purchased about \$200 worth of books. We find that the cost of books to the pupils, used under this system, is just about one-sixth as much as when the books are bought by the parents, as the books can be kept good for several years. When a book is given out it is charged to the parent, and when returned it is credited, and if the books are damaged more than the ordinary wear, the parent must pay the damage. We think the system of free text-books a grand success, and only wish we might have a compulsory educational law."

EXPENSE OF FREE TEXT-BOOKS.

That the expense of free text-books is much less than that of individual ownership has been proven by experience. As a general statement it may be said that there is a gain of 25 per cent to 40 per cent in the cost, and 30 per cent to 40 per cent in the length of time the books can be used, which, together makes a saving of not less than 50 per cent per pupil.

Nebraska has reduced the cost per pupil to 45 cents, which includes all expenditures for books, pencils, paper, ink and slates.

The average annual cost in all the public schools of Maine has been as follows since 1891: \$1.16; \$.54; \$.34; \$.40; \$.46; \$.57; \$.67.

In New Jersey the annual report shows the cost to have been \$.99 in 1895, \$1 in 1896, and \$.86 in 1897.

In Pennsylvania the cost was \$.56 in 1897 for free text-books and \$.98 for text-books and supplies, not including the city of Philadelphia.

In Minnesota, where the law was passed in 1893, Superintendent Pendergast reported in 1897 that 3,458 common districts had adopted free books at a cost of \$.42 per pupil; ninety-three independent and special districts at a cost of \$.55; and 153 graded schools at a cost of \$.75. This report shows that more than half of the districts were using free books and at cost decreasing from \$.54, \$.73 and \$.90 in 1885 to \$.42, \$.55 and \$.75 in 1897.

He further says that "notwithstanding the rapid increase in school population, the average annual cost per pupil has decreased beyond expectation."

STATES HAVING COMPULSORY LAW FOR FREE TEXT-BOOKS.

Massachusetts	1884	Rhode Island.....	1893
Maine.....	1889	Pennsylvania.....	1893
New Hampshire.....	1889	Idaho... ..	1893
Nebraska.....	1891	Vermont	1894
Delaware.....	1891	New Jersey	1894

STATES HAVING OPTIONAL LAW FOR FREE TEXT-BOOKS.

Connecticut	1886	New York	1894
Wisconsin	1887	Ohio	1894
Colorado	1887	North Dakota.....	1895
Maryland.....	1888	Iowa	1896
Michigan.	1889	Kansas.....	1897
South Dakota	1890	Montana.....	1897
Minnesota.....	1893	Washington.....	1897

IMPORTANT CITIES HAVING FREE TEXT-BOOKS.

New York.....		St. Louis	1890
Brooklyn.....	1885	Baltimore	1884
Boston	1884	Pittsburg.....	1895
Buffalo.	1893	Detroit.....	1891
Washington	1890	Minneapolis.....	1893
Providence	1892	Omaha.....	1876
Philadelphia.....	1818	Denver.....	1894
Syracuse	1894	Allegheny.....	1895
Toledo	1894	New Haven	1890
Scranton	1889	Lowell	1884
Worcester	1884	Fall River.....	1873
		Cambridge.....	1884

ARGUMENTS IN FAVOR OF FREE TEXT-BOOKS.

1. It is the duty of the government to educate its future citizens so that they may be intelligent defenders of its rights and liberties. The state should see that all its school children are properly equipped for the work.

2. It makes the public schools free in fact as well as in name and removes a barrier that now prevents many poor children from attendance.

3. It secures uniformity of books in the district, and is much cheaper for the community, because the books are bought at the lowest wholesale prices and are used by more than one pupil.

4. It saves time at the beginning of each term of school because the pupils are supplied with books immediately and can go to work without the usual and sometimes annoying delay.

5. It secures better classification especially in rural schools and in all districts where there is a large floating population.

6. It develops and cultivates a careful use of public property on the part of the pupils, because they are held responsible for any unnecessary wear or damage of the books in their possession.

7. It gives opportunity to secure fresh and modern books; and prolongs the school life of many pupils who could not afford the expense for books in the higher grades.

8. It banishes unpleasant distinctions between those who can and those who cannot afford to buy their own books, such as often arise under a law providing free text-books for indigent children alone.

CHAPTER IX.

MANUAL FOR HIGH SCHOOLS.

PLAN OF THE MANUAL.

INTRODUCTION TO MANUAL.

SECONDARY EDUCATION.

RULES GOVERNING ACCREDITED HIGH SCHOOLS.

HOW A HIGH SCHOOL MAY BECOME ACCREDITED

MANUAL FOR HIGH SCHOOLS.

The State Teachers' Association, through one of its committees, presents this year a Manual for High Schools. The committee of which Prof. Thos. Nicholson is chairman, has had the same under most careful consideration for the past two years.

PLAN OF MANUAL.

1. Introduction by State Supt. Richard C. Barrett.
2. Introduction by committee, containing acknowledgment of names of those who have contributed to the work.
3. Practical Points on High School Work, J. J. McConnell, City Superintendent, Cedar Rapids.
4. Paper on Records and How to Keep Them, Prof. H. C. Dorcas, State University, Iowa City.
5. Secondary Education, Dr. Homer H. Seerley, President State Normal School, Cedar Falls.
6. Excerpts from the Report of the Committee of Ten of the National Educational Association; and the last report of the Committee of Twelve, adopted by the Iowa State Teachers' Association.
7. Discussion of the Best Method of Presenting High School Subjects, including chemistry, zoology, astronomy, economics, literature, German, French and Latin, besides other subjects.
8. Rules Governing the Accrediting of High Schools.

INTRODUCTION.

By law it is the duty of the board of directors to prescribe a course of study for the schools over which they have control. This unfortunately results in a great variety of courses even though conditions are the same. The Twenty-eighth General Assembly, recognizing the need and value of greater uniformity, authorized the superintendent of public instruction to prepare, publish and distribute a course of study for high schools. The state teachers' association, having for several years, through a committee of twelve, been at work on a manual for high schools,

it was deemed wise for the department to co-operate. This has been done most cheerfully.

The committee first studied the high school and learned its real condition; second, it ascertained the requirements for such a course as suggested by the National Educational Association; third, it considered the entrance requirements of Iowa colleges; fourth, it considered the whole question with a view to producing a course that would prove of the greatest value to pupils in general in our own high schools. I believe that no course heretofore submitted has been so carefully prepared. That it will be most cordially received, I have no doubt. That it will prove of inestimable value is unquestioned, if rightly used.

While commending the manual to boards of directors we caution them against attempting to do more than can be well and thoroughly accomplished with the teaching force and equipment they have. The common school, of which the high school is a part, is for all the pupils, of all the people, and in it should be taught well the fundamentals of an English education. The manual will assist in determining the subjects to be taught, the order and best method of presenting the same, and the amount of work to be done in a given time. It is a valuable contribution to the educational literature of the state.

RICHARD C. BARRETT,
Superintendent Public Instruction.

October 26, 1901.

EXCERPTS FROM MANUAL.

SECONDARY EDUCATION.

America commonly classifies the schools of her several commonwealths as elementary, secondary and higher. The order of the historic development of the so-called American system was first the college, second the elementary schools and finally the secondary school, the last established as necessary connecting link between the elementary school and the college. The first secondary schools were not public but private and endowed fitting schools, having as their chief business the preparation of young men for higher education. The standard of the courses maintained was determined by the college entrance requirements and changes were readily and easily made to suit the new or additional demands of better preparation for college. With the growth and development of free public schools the people came to feel that it would be better to keep the boys at home during these years of attendance at the academy. The pride and ambition of communities also aided in expanding the courses of study of the elementary schools

by the introduction of academic studies until the modern public high school became a fact in every enterprising, progressive town and city. This high school being a new type of a secondary school; not subject to the dictation of the college as the academy had been, became an institution specially under the dominion of local public opinion, directed and developed by representatives of the people selected by a majority vote at the popular election. The high school, therefore, became a secondary school with a broader mission than its predecessor, the academy, and it was soon attended by a large number of pupils who sought the education there obtainable for its own sake or as a training for practical life, rather than as simply a preparation for higher study in the colleges and universities. The establishment of such secondary schools in every center where the people were willing to tax themselves for their support has opened up an educational field which for importance for public welfare and for ever expanding opportunities to those who exercise the teaching vocation has had no parallel in the educational history of the past century. The last decade has witnessed remarkable expansion in this direction. The most palatial structures have been created, the most expensive and complete laboratories have been provided, the most modern and decided equipments have been selected, the latest ideas in ventilation and heating have been adopted; in fact, nothing is too modern or too good for these most popular institutions, while the course of study in all its phases has been modified and enlarged until almost everything taught in any sort of school is today offered to the children and youth who enroll and accept the free instruction and training thus granted.

THE SCOPE OF SECONDARY EDUCATION.

What may properly be included in the work of a secondary school, organized, equipped, supported and patronized as the public high school today is, presents a difficult problem. The people evidently may extend the work to any grade as public educational limits depend entirely upon public opinion, decision and action, but it seems reasonable to assume that for general purposes the public high school finds its limits of service, for in fact, that it is a connecting link between the elementary schools and higher and professional education, as well as a school fitting its pupils for the practical and business occupations of human life. It must certainly be conceded that a high school which does not through its courses of study open up the opportunity for its graduates to go on into higher education, without loss of time or effort, fails to fulfill its entire function. If it provides more than the minimum requirements for entrance of present day colleges, it is not to be assumed that it exceeds its true function, but if through doing this its managers sacrifice thoroughness and completeness, substituting a smattering of many branches for a substantial knowledge of few essentials, such education does an irreparable injury. It will tend to disgust or to discourage the children who sooner or later become conscious of lack of power in the use of the knowledge supposed to be acquired and it will also deprive them of the development and training which all true education is assumed positively to give.

THE PURPOSE OF SECONDARY EDUCATION.

Education as an organized effort always has a definite purpose. The general motive in completing a course of study is not the attainment of rank

nor the honor of graduation. The sacrifices made by parents and children have a more substantial basis than the mere gaining of diplomas and compliments. It must have as its chief object the betterment of the individual in such lines of efficiency and usefulness as can never be satisfied by the factitious nor the fanciful. It is evident that schools are to be judged more by what they actually do for the generation under their instruction than by what they advertise to do or claim to do. Their inner life has more to do with the outcome of their pupils than their plans of organization or methods of instruction. The making of men and women in thought and action is the fundamental purpose rightly assumed as the foremost duty of a good high school, whether those under its influence go to college or go at once to activities of practical life.

THE IDEALS OF THE SECONDARY SCHOOL.

The reality that will be attained by any system of education is dependent to a large degree upon the ideals evolved and accepted. The over-expansion of a course of study; the attempt to maintain a high school without sufficient teaching force or without teachers of good extensive scholarship are results of false ideals. So with the placing of the factitious and pretentious foremost in educational work and the underestimate often put upon accuracy and thoroughness, all are the logical result of false ideals. High school education conducted by the unprepared, by the untrained, by the unschooled, or by the narrow-minded will always fail to produce efficiency in scholarship, largeness in skill, thoughtfulness in thinking or strength in constructive ability or executive power. The ideals of culture, of manly power, or readiness of action, of thoughtfulness, of investigation, are all essential in the kind of results that true education can and does supply. The secondary education of the present day undertakes too much with the little, hopes to accomplish too much in too short a time and believes too much in books and facilities as substitutes for personality, character and scholarship in the teachers.

FAULTS TO BE AVOIDED.

That there are faults in present-day secondary education which should be studied carefully, corrected judiciously, and assisted determinedly, is certain. They are the product of several agencies. We shall enumerate a few simply to call attention to them, hoping that the people, the school boards, and the teachers may jointly work out a better condition as the improvement of the schools depends upon the intelligence and interest of local authorities rather than upon law in itself.

1. Generally there are too many isolated branches or subjects in the course of study. The time given to a specific subject is too brief to really accomplish enough to profit the pupil. Yearly units of work are regarded by the best authorities today as the minimum time that should be accorded to any branch of study that is worth introducing into the program of instruction. The term-unit so frequently found is actually a waste of time, as such an arrangement gives no body of knowledge which contributes to educational progress in the pupils afterwards or which gives them capacity in practical affairs.

2. The study of sciences requires well equipped laboratories. Text-book study and recitations as frequently conducted may give some general

knowledge, but such methods fail to accomplish the real purpose of the study of these sciences. Properly taught these branches will leave pupils capable of investigation, of careful and independent observation, and will put them in possession of the principles upon which legitimate conclusions from observed facts are reached.

3. The teachers in secondary schools need a much more extended knowledge of the branches taught than is usual, while ability and skill in handling apparatus and in giving instruction that is of the highest order is vital to success. The modern text-book has so many excellencies and contains so much method and direction for teachers, that many incompetent teachers aspire to do high school work with only such pedagogical preparation as is thus gained. The authority which the modern text-book has attained in popular favor is of such a character that the patrons are satisfied, if their children seem to have a moderate knowledge of what the book contains. So far has this gone that many people accept the text-book as a fetish and believe that with its supremacy, even ignorant teachers can succeed in advancing the education of children by thus causing them to acquire knowledge. We need to learn the philosophy of the German maxim, "The teacher is the school."

4. The needs of language, history and allied studies, demand that a superior library of reference and general books, specially selected to make all such studies profitable and possible, be provided in every school. Under the present system of text-book study, these important branches are made so formal, as limited in information and so technical that the personal, individual work most essential is omitted. The public library of the city or community cannot be a substitute for such school library. With the common extensive selection of temporary and light fiction for public libraries, there is likely to be more detriment than benefit to those pupils in school who make a large use of the public library privileges. Since this cannot be controlled nor easily managed, the good of the pupils in a high school demands that the opportunity for wide study in a school library be provided so that the school and its library may be one in interest and object.

5. Economical methods may be so seriously and extensively applied by the authorities appointed by the people to manage the school system, (1) in the small salaries paid the teachers, (2) in the few appliances granted with which to do the work, (3) in the large number and variety of branches and classes expected to be taught by an extremely limited teaching force, that the pupils enrolled enjoy a high school in name and not in fact. There are limits below which a school board cannot go in salary and get a competent and satisfactory teacher. There are possibilities in instruction that cannot be reached unless the essential appliances are at hand. There is a common custom in too many schools to give a teacher so many classes, so many branches, or so many pupils, that his work is much depreciated in efficiency. There is a point where so-called economy becomes reckless waste and useless extravagance.

THE TEACHING OF CHEMISTRY.

Kinds of Courses Taught.—Perhaps in no other subject of the school curriculum is there such wide diversity in the nature of the elementary or introductory courses offered as in chemistry. The want of anything approaching uniformity in the subject-matter of the courses or in the

methods of teaching may be due to several causes among which are: (1) The comparative youth of the science and its rapid development, affording as yet some ground for a difference of opinion regarding the relative importance of its several branches. (2) The immensely important applications of its principles in the arts, tending to attract the attention of teachers and pupils away from the parent science itself, and (3), the want of laboratory facilities to carry out a good course in general experimental work, and the want of time for the teacher to make adequate preparation for such work.

The many varieties of courses may be classified roughly under four heads, as follows:

(1.) Recitations from a text-book, or lectures, the teacher performing the experiments before the class. As a rule principles are announced and then experiments are performed to illustrate them, or as frequently said, "to illustrate the text." The method marks the earliest science-teaching and was carried over from other subjects. It yet holds a place in many respectable schools by inertia and because it is easy, or because there are no laboratory facilities for large beginning classes. Strictly speaking it is not science teaching since it is contrary to the scientific method. It fails to secure to the pupil that intimate knowledge of experimental inquiry, and the appreciation of the fundamental importance of experimental facts that can come only from doing the work himself.

(2.) Recitations in general chemistry during ten or twelve weeks, after which the pupils do qualitative work. The existence of this course, and it is very common, is due in part to the above causes, but primarily, it would seem, to a fundamental misconception as to what constitutes chemistry. For the real science with its laws and philosophy, without which there can be no science, is substituted merely an aid to the study of chemistry, or a branch of technology. The laboratory work is done largely by following mechanically the directions laid down in a book, and it is difficult to see how the pupil is to derive much educational advantage from it beyond that of manual training. Analytical work is important in its place, but it should be taken up only after the pupil has had a thorough course in the principles of general chemistry. It is questionable whether it should be taken up at all in a high school, save perhaps incidentally in the study of general chemistry.

(3.) Qualitative analysis from the beginning with little or no introductory work in general chemistry. Such a course hardly deserves the name of chemistry, and it has aptly been called "test-tubing." It need not be farther considered.

(4.) Recitations or lectures on general chemistry with parallel and distinctly related laboratory work. There is no doubt that under this head would fall the courses taught by the great majority of able teachers and advocated by students of pedagogy. Such a course is difficult to teach but it is chemistry and is far more remunerative. The remainder of this paper relates primarily to such a course

It may be remarked in this connection that it is very unfortunate for the study of chemistry in high schools that there is no commonly accepted ideal as to what constitutes a normal course in this science. Almost any school with continuity of ideal or policy could soon accumulate the requisite laboratory facilities for a good course, but this is hardly practicable if the nature

of the work and therefore the character of the apparatus demanded is to change with the in-coming of every new teacher.

Time Devoted to Chemistry.—To cover the ground of elementary chemistry as science, requires at least a three-hour course extending throughout the year. A five-hour course would be better. If so much time cannot be given to the subject, it would be better to confine the work mostly to the so-called non-metals, since this will suffice for the development of the elements of the theory, rather than to attempt to study all the common elements in detail.

Proportion of Laboratory Work.—With a good equipment nearly or quite one half of the time should be devoted to laboratory work. More time can be given to make clear the significance of the work by individual instruction at the pupil's desk. All laboratory work without a clear idea of its relation to chemical principles is just as bad as all text-book.

Character of Laboratory Work.—The chief value of laboratory work consists in manual training, in the exercise of judgment in applying means to ends and, most important of all, in its bearing upon scientific facts and principles. It is evident, therefore, that good experiments should not be too simple nor yet beyond the powers of the pupil, and they should bring out facts and suggest principles. An experiment which brings to light several facts and has a direct bearing upon a principle is to be preferred to one that brings out only an isolated fact. A few experiments of the first importance, done with thoroughness and care are of more value than many experiments of minor importance, done with haste and carelessness.

In general the standard experiments relating to the preparation and properties of the non-metallic elements and their compounds are of more importance to the beginner than precipitating compounds of the metals, blow-piping or testing in other ways. A few simple quantitative experiments should be included in every course, but if too many or too difficult they are likely to produce failure and discouragement.

Length of Laboratory Periods.—The laboratory period should be at least twice the length of a recitation period. It is surprising to find that in some of the best high schools the laboratory period is only forty minutes in length. In many cases it is almost absolutely necessary that the pupil should perform without interruption a group of closely related experiments such as in the preparation and study of the properties of oxygen, chlorine ammonia, and this cannot be done in forty minutes. Again, many of the most valuable experiments in both chemistry and physics demand more than that amount of time. In a large high school the author recently asked the instructor how he managed to have his pupils do certain experiments within the prescribed period, and the answer was, "We have the apparatus already set up for them at the beginning of the period." In other words the pupil merely pressed the button. Is that teaching science?

The Inductive Method.—It is probably neither practicable nor desirable to carry out in the strictest sense the inductive method in teaching chemistry. Most pupils have neither the ability nor the time to rediscover the science of chemistry. The presence of the descriptive text-book makes it impracticable to pursue a strictly inductive plan. Nevertheless, the spirit of the course should be inductive. By this is meant facts first and then principles and theories as the logical inferences from facts.

The laboratory work upon any topic should *precede* the recitation or lecture upon the same topic. The experiments should be discussed in the recitation-room after the laboratory work has been done, and the facts they teach should be made clear. Other experiments should be performed by the teacher and their significance made plain. Around the facts brought out by the experiments should be grouped other related facts, and then principles and theories may in the true inductive spirit be discussed in the light of these facts.

The Order of Study.—Unfortunately that part of general chemistry offering most difficulty both in the laboratory and in the recitation room must come near the beginning of the course; that is non-metallic elements where are met most of the gaseous elements and compounds. It is very desirable that the elements of the theory be introduced near the beginning of the course, and for the consideration of theory a knowledge of the compositions and reactions of gases by volume is essential. For this reason a good order of study is, oxygen, hydrogen, chlorine, bromine, iodine, nitrogen and their compounds, and air. A little theory may then be introduced, after which the non-metallic elements may be taken up so far as practicable in groups, as they occur in the periodic arrangement. This arrangement is probably not final but it is practically of great advantage to study nearly related elements together instead of in the purely artificial order as they occur in the analytic groups. Leaving out the above elements as already studied, perhaps the groups whose elements are most important in the study of chemical theory are in order, VI, V, IV, III, I, II, VIII, VII.

Chemical Theory.—Chemical theory is difficult, but it may be made far easier for the pupil if introduced as he is prepared for it and it is skillfully presented. Only a knowledge of chemical facts can prepare the pupil for the comprehension of the theory. The common practice of the text-books in presenting a mass of theory at the very beginning, including atomic and molecular weights, formulæ, valence, cannot be too strongly condemned. This is seemingly done in order that reactions may be represented by equations of formulæ, which seems to be the end and goal of chemical study in the minds of some text-book writers and teachers.

The foundation of chemical theory as regards atoms, molecules and reactions is proportion by weight and by volume. The logical procedure in the earlier part of the course is, therefore, to represent reactions by weight, and by volume if gases are concerned. The laws of definite and multiple proportions naturally and even inevitably come to the fore, and these lead naturally to the ideas of atom and molecule. The ideas of atoms and molecules may be presented as soon as oxygen and hydrogen and their compounds have been studied. After the study of chlorine, bromine, nitrogen and their compounds, these ideas may be brought up again and enlarged upon. At this point proportions by weight and by volume may be translated into formulæ and these may be used in a tentative way. About the middle of the course may be introduced in an elementary way the determination of atomic and molecular weights, and the calculation of formulæ. In short the theory should be presented in small amounts as the pupils are ready for it, and each time that which has been previously presented should be reviewed.

One of the greatest evils in the teaching of elementary chemistry is the misuse of formulæ and equations. They are merely the receptacles of truth,

or forms of expressing truth inferred from experiments and not means of discovering truth. The teacher is often asked to give rules for writing equations. Manifestly in the very nature of the case there can be no such rules, since equations merely represent reactions that take place. With a knowledge of a part of a reaction, related reactions and valence, the remainder of the reaction may with much probability be inferred, but the result of such inference is never certain until proved by experiment.

Laboratory Management.—It is not advisable to undertake the study of chemistry in a high school without some facilities for laboratory work by students. A beginning may be made with a few essentials and a prospect of increasing the equipment. With a consistent purpose, care of apparatus and judicious small expenditures each year a good working equipment is soon accumulated.

The first requisites for good laboratory work are sufficient space and desk room for individual students. The apparatus should be sufficient in quality and quantity, every student should have his own and should be held responsible for it. There should be no such thing as two students working together upon the same experiment at the same time.

The chemicals and apparatus absolutely necessary to good laboratory work are not expensive. Fortunately schools may import, through American dealers, chemicals and apparatus duty free or at prices only a little more than half those paid at home. Importers are willing to handle orders of \$100 or even less.

In purchasing supplies two mistakes are very commonly made. The first is the purchase of a few expensive pieces for the teacher to use before the class instead of getting a large number of simpler things for the same amount of money, suitable for the use of students. It is not at all uncommon to find in a high school laboratory half a dozen show pieces of physical apparatus which cost enough money, had it been judiciously expended, to fit up very fairly a physical laboratory for a dozen pupils doing elementary work. The second mistake applies chiefly to chemistry, and is that of buying chemically pure chemicals for almost everything. Such chemicals cost as a rule three to four times as much as the ordinary commercial chemicals, which in nine cases in ten are just as good as the chemically pure. Another extravagance is the purchase of Bohemian glassware which costs twice as much as the modern German ware that for most purposes is just as good.

Everything connected with the laboratory should be reduced to system. All chemicals and apparatus needed in any laboratory period should be provided beforehand. Failure at one or two points may throw a whole class into confusion. Work of the initiated should not be committed to wholly inexperienced hands. For example, hard glass tubing should be worked into the necessary forms beforehand by the teacher. Only the experienced can quickly and surely bore cork stoppers and set up gas-tight apparatus with them. Endless annoyance and failure are spared by using rubber stoppers and counting waste by corks; rubber stoppers are cheap.

Shelf reagents and other solutions for students' use should never be made up by guess, but by following a definite system of concentrations that experience has proven good.

Laboratory Teaching.—The printed or written directions for the experimental work should be clean and explicit, and even then it is best to supple-

ment the directions and illustrate difficult points in the work before the pupils enter the laboratory. The efficient teacher will take such occasions to make necessary changes in the directions, if they are not his own to suit his own environment. On such occasions apparatus at all complicated should be set up before the class, and it is well to place it in the laboratory as a model.

While good laboratory work is indispensable in the proper study of chemistry, it cannot be too strongly urged that even a well selected course of experiments may be so done as to result in little more than inferior manual training. The teacher must ever be on the alert to prevent pupils from falling into mechanical and slovenly habits of work. Nothing but persistent questioning and suggestions will prevent the former, and nothing but unsparing criticism with suggestions, having the force of commands will prevent the latter. The common idea that any apparatus that "will work" is good enough should not be tolerated. The teacher should unhesitatingly require the pupil to reconstruct any piece of apparatus not properly set up and to readjust it until it is right. An experiment performed with only partial success should be repeated until proper results are obtained. It should not be expected that all experiments will be successful the first time they are tried by inexperienced hands. With rare exceptions the teacher should resist the temptation to help the pupil out of a difficulty with his own hands, and should confine his aid to suggestions.

Note Taking.—The laboratory note book should contain a faithful record of the student's work, including a description of the apparatus, a statement of the chemicals used, conditions, results and any inferences that may legitimately be drawn. The notes should be written as the experiments are performed and never copied. Only those notes that are original records are of value. Such note books with their poor penmanship and stains made by chemicals do not look so well as the elaborated faultless copies made at home, but that fact is not to be considered when we remember that such copied notes lose their value as records.

The teacher should beware of the note-books sold by publishers and have in such headings as "Requirements", "Conditions", "Observations", "Conclusions", followed by blanks for the student to fill in. Do not quench any spark of originality the pupil may have by any such stereotyped artifices. The notes should read as records of work done, and should be in the most accurate and concise language. They should be self-explanatory and not require the laboratory hand-book for their interpretation. Beyond requiring proper arrangement, title of the experiment, paragraphing and placing numbers to be compared in the same vertical column, the individuality of the pupil may be allowed to assert itself. Outline drawings of apparatus should be specially encouraged.

The teachers—A man of first rate ability, bright, energetic and resourceful, may teach chemistry well in a high school though he has taken only one full year course in the science in a college or university, but two or three years of preparation are very much better. It is only the exceptional man who can do good work with one year's preparation, and one who has had good training in related sciences, such as physics.

The author wishes to make a plea against the over-burdening of the science teacher. To conduct the recitations in chemistry or physics, manage the laboratory, prepare apparatus and chemicals, and do the laboratory

teaching demands an amount of time and energy equivalent to that required by two or three classes in other subjects. Until this fact is recognized, work of the same degree of excellence as that done in the languages and mathematics need not be expected in chemistry and physics. The conscientious teacher who is over-burdened by classes in other subjects may do his science work well for a time by overwork, but in the majority of cases he will leave the profession for some other occupation or per force fall into easier and inferior methods of conducting his science teaching.

To build up a good science laboratory it is necessary to have continuity of plan and purpose, and it is hardly necessary to say that it is, therefore, very important that a good science teacher once secured should be retained if possible through a series of years.

Text and reference books.—Most teachers prefer to use a text-book and in general this may be advisable, though there are those who believe that the very well prepared teacher who is something of an artist in his work may do better if free from the restrictions inseparable from the use of a text-book.

Anyone selecting a text-book for the class-room should choose that one having in the greatest degree these characters.

(1) The book should cover the ground of the common elements and chemical theory in an elementary way.

(2) It should have the true inductive spirit. By this is meant not only that the pupil should be led to draw correct inferences from his laboratory work, but also, that the grounds for all fundamental conceptions in chemical theory should be made clear.

(3) The laboratory work should be practicable and well chosen, and the cuts to illustrate it should represent present day forms of apparatus instead of forms long since relegated to the scrap-pile or to the museum of antiquities.

(4) It should discuss general chemistry as a pure science and for its own sake and not as a preparation for analysis.

(5) Formulae should have their proper place as a means of expressing ascertained proof, and not as an end of study, or worse yet, as means of ascertaining truth.

Whether a text-book is used or not, the laboratory should contain a number of text and reference books for the use of teacher and pupils. Omitting many text-books and laboratory manuals which may be had for the asking, the books in the following list will be found useful: Remsen, Inorganic Chemistry, Theoretical Chemistry; Roscoe and Schorlemmer, Treatise on Chemistry, Vols. I and II; Newth, Text-book on Chemistry, Chemical Lecture Experiments; Thorpe, Essays on Historical Chemistry; Ostwald, Grundlinien der Anorganischen Chemis, (when translated) General Chemistry Solutions; E. von Meyer, History of Chemistry; Mendelejeff, Principles of Chemistry; Richter, Organic Chemistry; Ramsay, Gases of the Atmosphere; Walker-Dobbin, Chemical Theory for Beginners; Eresenius, Qualitative Analysis; Lassar-Cohn, Chemistry of Everyday Life; Borchers, Electro-Smelting and Refining.

PHYSIOGRAPHY.

Educational Value of Physiography.—Your committee begs leave to present the following report, embracing suggestions respecting matter and method, relative to the teaching of, Physiography in the high schools of

Iowa. We commend the well-nigh universal study of this subject in the schools of the state; and we trust that as science is given a larger place in high school courses, the room allotted to the group of earth sciences may be increased rather than diminished. These sciences, we believe, are surpassed by none in educational value to the student preparing for college or for life. They require close observation of common things; they bring to touch with nature in her least recondite phases; they demand clear seeing and straight thinking; and the constant exercise they give in comparison and induction trains the reasoning faculties to deal with the facts of daily life. The imagination is tasked to conceive the processes of nature and the place of our planet in time and space, and ennobled to a degree impossible with fanciful, romantic, and merely literary material. The study of nature is also of the highest ethical value. Daily contact with solid, unalterable facts and laws makes for sane thinking and right living, and gives an abiding confidence in the veracity of the world, which seems to be the speediest cure for popular delusions which an education exclusively literary would be unable to prevent.

Definition and Scope of the Term.—Physiography is a term coming into more or less general use as a substitute for the older and more familiar term physical geography. The physical geography, or phsiography, of today is in fact, however, a very different science from that which was presented under the name of physical geography a quarter of a century ago, and there is therefore some propriety in distinguishing it by a different name. The science of physiography, in its widest sense, may include in its scope the whole material universe; but in a restricted sense, it deals with the universe in its relations to man. Man is the central figure, and the relative importance of the various topics into which physiography may be divided is to be measured by the extent to which the facts and phenomena under consideration exercise a determining influence on human activities and human progress. From this point of view *physiography is the science which treats of man's physical environment*. Compared with the older physical geography, it has less to do with ethnology—with the characteristics which distinguished the races of men, one from another, and more with what men of any race do and become under varying conditions of soil, climate, and other surrounding circumstances. It deals less with astronomy, and more with the earth itself; less with the taxonomic phases of zoology and botany, and more with the physical aspects of the globe; less with air and sea, and more with land. This modern physiography considers also the causes and consequences of the physical environment, and does it in a manner which would have been impossible ten years ago. Environment reacts on the human being in many notable ways, in some places presenting every stimulus to his highest development, and in others hedging him round with insurmountable limitations. Physiography treats, with a high degree of assurance, of the genesis of continents, mountains, interior plateaus, coastal plains, and river valleys. It writes the history and development of the minor forms of surface relief. It tells of the origin of rocks and soils. In a word it investigates, as to character, cause and consequence, all the phenomena that affect man's relation to the globe on which he lives.

The Subject Matter of Physiography.—It will be possible to develop, in one or two lessons, the idea of the earth as a planet. Its size and shape,

together with its relation to the solar system and to the universe, may briefly be considered. The facts which prove its rotation on its axis and its annual revolution around the sun may be discussed, and the consequence of these movements, so far as they affect human activities, will afford a profitable theme. Turning to the earth itself, and considering it apart from anything else, note (1) the solid portion, the *lithosphere*; (2) the incomplete aqueous envelope, the *hydrosphere*; and (3) the complete gaseous envelope, the *atmosphere*. Since the hydrosphere is incomplete, it follows that portions of the surface of the lithosphere lie directly beneath the air—are *sub-aerial*, while other portions lie beneath bodies of water of greater or less depth—are *sub-aqueous*. The surface is thus divided into land and sea. The water-covered area of the earth is greater than the land, but since man does not make his abode beneath the waters or find in such situations, to any noteworthy extent, a theater for his activities, the relatively small areas of land are of much greater importance, and should receive vastly more attention, than the broader spaces occupied by the oceans.

While it is true that man's relations are chiefly with the lithosphere, with the outer portions of the lithosphere technically known as the *crust*, and with the parts of the crust which are sub-aerial and not sub-aqueous, the characteristics and movements of the air, as well as the tides and currents of the oceans, can not be neglected in any comprehensive study of physiography. On the movements of air and sea often depends the habitability of large areas of land; over many portions of the earth's surface they control and determine the occupations of large numbers of its inhabitants. Intimately connected, in some of its phases, with oceanic and aerial currents is the subject of *climate*. This whole topic may now be considered as fully as time will allow, and any good text will afford the necessary information.

The subject of soils deserves special treatment. The sea yields its peculiar harvests, but most of the food supplies come directly or indirectly from the soil; and so the soils constitute one of the most important factors in man's physical environment. The term soil, used in its large sense, denotes the loose superficial materials through which the farmer drives his plough, materials which may be excavated with pick and spade. Soils are made up largely of such earthly substances as clay, sand, and gravel, with occasional larger blocks of rock; but in general, near the surface, they contain more or less of organic matter in the form of partially decayed vegetation. The loose unconsolidated soils rest everywhere upon rocks of some kind. In New England these underlying beds are mostly granites. Elsewhere soils may rest on foundation stones of other types. In Iowa the foundation embraces limestones, shales and sandstones. Foundation stones beneath the unconsolidated soils are collectively known as *indurated rocks*.

The indurated rocks of Iowa have an interesting history which the teacher may present in his own way. When they were forming, the soils, as we now know them, did not exist. The soils are of later age than the rocks on which they rest. It may be stated, indeed, as a general fact that, leaving out of account the organic matter which they contain, all soils have resulted from the disintegration of indurated rocks. Rocks decay, they crumble into dust through the silent chemical action of air and water or they are broken and reduced to powder by mechanical agents. Whatever the process of disintegration, the product is soil of some kind. Soils vary greatly

in characteristics and genesis; but the soils of Iowa, to which attention should be especially directed, may be classified under a few heads. Like all other soils, ours have a history, and that history is all included in the interval which has elapsed since the indurated rocks on which they rest were formed. Soils have either been produced in the places where we now find them, or the materials composing them have been brought from somewhere else. As to the place, therefore, where they have had their origin, soils are either I. *Local*, or II. *Transported*.

I. *Local Soils*. Two kinds of local soils are recognized. There are earthly soils resulting from the fact that the products of rock disintegration remain where they are produced. In this case we have (1) *Residual Soils*. In a few limited areas there are soils which contain but little earthy matter. They are made up wholly, or practically so, of the products of vegetable decay which takes place annually and locally where the plants grow and die. Typical examples of this type are found in peat bogs and give us (2) *Peat* or *Humus Soils*.

II. *Transported Soils*. The transported soils of Iowa embrace clays or fine sands carried by streams and deposited on flood plains, (1) *Alluvial Soils*. Materials similar to those deposited on alluvial plains, but more regularly and evenly stratified, were deposited in the quiet waters of lakes. The lakes have been drained, and the sediments, now brought under the plough, afford examples of (2) *Lacustral Soils*. Over most of Iowa there is a heavy mantle of materials, products of rock disintegration, which were carried and spread out by glaciers. They constitute a heterogenous assemblage of fine clays, sands, pebbles, cobbles and bowlders, all thrown down promiscuously, without stratification or orderly arrangement, and are known as *Drift Soils* or *Glacial Soils*. Among the soils manifestly made up of transported materials, there is one type concerning the genesis of which little is positively known at present. The material is in general a fine, homogenous, pebbleless clay, but it sometimes contains more or less of sand. It is obscurely, or not at all stratified. In some places it rests on residual clays, in some places on drift. There is very clear evidence that it is of comparatively recent origin. This material is the loess of the geologists, and the soils to which it gives rise are (4) *Loess Soils*.

(Consult the topic, *Soils*, in the several county reports, Geological Survey of Iowa; *The Loess Soils of Iowa* in report of Iowa State Horticultural Society, for the year 1893; and *Prehistoric Iowa*, report of same society for 1897.)

Land Forms: The subject of topographic forms will properly demand a large share of attention. The text recommended in another part of this report describe fully the forms of surface relief, and the successive steps in land sculpturing from topographic youth to topographic age; and the teacher can scarcely do better than thoroughly to master the significance of the facts and carefully to follow the order and method of presentation he finds in these publications. Concrete examples of land sculpturing on a small scale may be found after heavy rains, in fields or along roadsides; and pupils should be constantly referred to the facts which they may observe for themselves. The land forms of Iowa are not described specifically in any texts, but some information on this topic will be found in the reports of the national and State Geological Surveys. The subject, so far as it relates to Iowa, falls into two divisions:

- I. The topography of the Driftless Area;
- II. The topography of the Drift-covered Area.

The driftless area lies mostly in Wisconsin, but it embraces a small portion of northeastern Iowa. The topography is mature, it has been developed by erosion of indurated rocks, and the varying hardness of these rocks has given rise to many interesting modifications of detail. The relief is much greater than in other parts of the state. A difference in altitude of six or seven hundred feet may be experienced in a distance of a few miles, and some of the river bluffs descend at a high angle, almost sheer, for three or four hundred feet. This whole topography has been developed by erosion of an uplifted peneplain. Incised meanders are a common feature of the river valleys.

(On this whole subject, see article on *The Driftless Area*, sixth annual report United States Geological Survey; *Pleistocene History of Northeastern Iowa*, eleventh annual report United States Geological Survey; Reports on Allamakee and Dubuque counties, Iowa Geological Survey; and *The Switzerland of Iowa* in the Midland Monthly for May, 189. .)

The drift-covered area presents a variety of land forms. In some instances the present surface features are dependent on the original construction or subsequent erosion of the drift. There are great differences in age between the sheets of drift occupying the surface in different parts of Iowa. Certain regions covered by later drift present a surface that is to-day in practically the condition in which the glaciers left it. The topography is young, wholly undeveloped; and its extreme youth is expressed in uneroded plains, an absence of stream channels, an absence of river valleys. Young drift plains are seen in the Illinoian area around Mediapolis and Morning Sun; in the Iowan area they are well displayed in Buchanan, Bremer, Floyd, eastern Cerro Gordo, and generally throughout the counties of northeastern Iowa; and they are found best of all in the Wisconsin area, as, for example, in the counties of Hancock, Wright, Humboldt, and all the others in the north-central part of the state. Youthful topography is also expressed in the anomalous topographic forms so well illustrated in the moraines of the Wisconsin drift. In morainic areas the surface is rough and hilly, but the inequalities are due to construction and not to erosion. Around the ice margin the drift was lawlessly heaped into irregular hills, with shapeless, ill drained interspaces bearing no resemblance to dichotomously branched valleys of erosion. Morainic topography is seen in a belt, six or eight miles wide, north and south of Clear Lake. A number of pronounced morainic belts are found in Dickinson county, and here, as elsewhere, the lake basins of Iowa are features of the morainic topography.

The southern half of Iowa, west of the Illinoian margin, is occupied superficially by very old drift; the drift of the Kansas stage being the most conspicuous. In general, throughout this whole area, the surface is characterized by mature erosional topography cut in the drift. The relief is not very great, and yet there are valleys of erosion 150 to 200 feet in depth. The valleys are usually wide, and the slopes, back to the watersheds between the larger streams, are all carved into a series of rounded ridges separated by a complex system of branching ravines. It is in southwestern Iowa that the effects of drift erosion are most pronounced. These effects are typically illustrated in the heavy drift of Ringgold, Taylor and Page counties.

The southern and western parts of Iowa, the parts lying outside the areas which were covered by the Iowan and Wisconsin ice sheets, have the older

drift overlain by loess. The loess usually forms a thin veneer conforming to the inequalities produced by erosion before the process of loess deposition began; but in some places it attains a considerable thickness. The loess is soft; it cuts readily; and where thickest it develops a topography of its own of an exaggerated erosional type. Steep-sided gullies and irregular hills are among its prominent characteristics. Bordering the flood plain of the Missouri river, from Sioux City to the southwest corner of the state, there are steep, pointed, irregular hills and sharp crests of loess mingled with eminences having more rounded flowing outlines. It is probable that some of the peculiarities of the region may be due to the fact that the hills and ridges, in whole or in part, were, like snow drifts, heaped up by the wind. The loess here attains its maximum thickness, and erosion produces many fantastic effects.

Other land forms found within the glaciated area are known as Drumlins, Paha, Kames and Eskers. Drumlins are elongated hills of unassorted, unstratified drift, definitely outlined, rising above the level of the surrounding surface, and having a trend parallel to the flow of the ice by which they were constructed. In Iowa they were developed in a small way near the margin of the Kansas glaciers and are typical marginal characteristics of the Kansas area. A portion of the region occupied by Kansan drumlins was later invaded by Iowan ice. Iowa drift was deposited around the base of the hills, but not over their summits; and now, capped with loess, they rise abruptly out of the Iowan plain. Land forms having the structure and the relations described are called paha. Hills having cores of rock in place of Kansas drift were encountered by the Iowan ice near its margin, and these were treated in the same way as the Kansan drumlins. Iowan drift was deposited around their bases, and they were capped with loess. They, too, are now paha. Any loess covered prominence having the form of an inverted boat, a northwest-southeast trend, and rising above the Iowan plain, is a paha. Delaware, Jones and Linn counties are pre-eminently "The Land of the Paha." Kames and eskers are elongated hills or ridges built upon the surface of the drift, and differ from drumlins in being constructed of stratified sands and gravels in place of unassorted drift. They are not due to ice moulding; they represent constructive work of streams of water. Kames have a general trend parallel to the ice margin, while eskers have their long axes parallel to the ice flow. The streams producing kames flowed in channels between the ice margin and the heaps of detritus which constituted the terminal moraine; those forming eskers probably flowed in tunnels excavated in the lower surface of the ice near its free edge. Kames and eskers are best seen in Iowa in the area of the Wisconsin drift. The great Ocheyedan mound in Osceola county is an unusually fine example of a kame.

(On the subject of Paha, see *The Pleistocene History of Northeastern Iowa*, by W. J. McGee, Eleventh Annual Report, United States Geological Survey; on the subject of Kames and Eskers, consult *The Great Ice Age*, by James Geikie)

A study of the river valleys of Iowa reveals the interesting fact that streams differ very greatly as to age. In the areas covered with Wisconsin and Iowan drift the streams are young. They flow in shallow channels, and their banks are on a level with the great drift plains which

checkered with fields and dotted with farm houses, stretch away on either hand to the horizon. There are no valleys, no flood plains. Such a stream is shown in Figure 12, page 128, Iowa Geological Survey, Volume VII and is described in the accompanying text. Compare this with the stream shown in Figure 10, page 104, Volume IV of the same series of reports. In the latter case the view is taken at the mouth of a valley which is practically cut to grade, but the fact that the stream runs in a deep gorge is shown in the distance. This gorge is cut in indurated rocks to a depth of more than 300 feet; its width is, in places, more than two miles; and yet from the summit of the cliffs seen in the view, the surface rises in gradual slopes 300 feet more, up to the level of the divides which may be eight or ten miles back from the stream. Here is a valley of erosion on a gigantic scale; compared with it the work accomplished by the stream referred to in Volume VII is as zero. Between these two streams there is an immense difference in age. The extensive areas of flat bottom lands along the Sioux and the Missouri rivers, sometimes twelve or fifteen or even twenty miles in width, are important and significant topographic features which tell in plainest terms of a very long period since the streams cut their channels to grade or base level. The width of stream valleys, other conditions being equal, varies with the age. A glimpse of the wide, flat Sioux bottoms is given in the left portion of Plate XXVII, opposite page 381, Volume VIII, Iowa Geological Survey. The great age of the Kansan drift, in southern and southwestern Iowa, as compared with the Iowan and Wisconsin, is indicated as clearly by the width and depth of the river valleys as by any other of the criteria which have been looked upon as convincing evidence of its antiquity. The channel of the Mississippi river seems to be made up of old and new fragments pieced together. The valley is narrow at Dubuque, narrower still at Leclaire, and it expands to a width of eight miles at Burlington. During the Glacial Epoch the valley was the common meeting ground of glaciers coming from the northwest and from the northeast. Sometimes one set prevailed, sometimes the other; and the stream was shifted back and forth a number of times. In places the channel was choked with glacial detritus and was not recovered after the ice melted and disappeared. At two points along the eastern border of Iowa, the Mississippi is working at a comparatively new channel and doing its best to cut it down to grade. These points are the Leclaire and Keokuk rapids.

Texts.—We have noticed with pleasure the advance of the last decade in the teaching of geography, as evidenced by the texts now in use in the grammar grades. No better preparation can anywhere be obtained for the study of Physiography than that furnished by an intelligent use of Fry's or Redway and Hinman's geographies, to mention these admirable books in the order of their issue. Until recently the text-books in Physical Geography have been wholly inadequate and have required revision by the teacher both by addition and by subtraction. Consisting of loose congeries of compends of all sciences, they have brought vexation to the teacher and tribulation to the pupil, and to their defects are due the objections made to the place of the study in the high school.

To your committee three recent manuals seem worthy of special mention, those respectively by William Morris Davis, Ralph S. Tarr, and Hugh Robert Mill. Professor Davis's text omits all irrelevant matter and gains space for

the clearest and completest description of land forms in the English language. Professor Tarr's is thoroughly modern in treatment, and is perhaps better suited to American schools than Dr. Mill's luminous and reliable treatise. We commend no text as best. The best is the most available and this depends upon the preparation of the pupil, and still more upon the training and resources of the teacher.

Methods.—Taking for granted that the recitation tests thoroughly the acquisition of the text, it remains for the teacher to clarify and crystalize the pupil's impressions, to illustrate, to awaken thought, to kindle interest, and to suggest pertinent problems for solution. A special advantage held by the earth sciences is that the laboratory of the fields and the open air is placed at the free disposal of all students. The example of the German schoolmaster, who makes the excursion an important part of his geographic instruction, is worthy of the closest following. The work of running water, the processes of rock decay and the formation of soils, the relations of plants and animals to station, the forms of clouds and all the phenomena of the weather are a few examples of topics best studied in the field. All accessible outcrops of rocks and exposures of glacial drift will be examined, and a topographic map may be prepared showing the relief of the vicinity. On such excursions the passion of the collector need not be repressed, but the aim must be distinctly other than picking up specimens. Where Astronomy is taught, many observations may most profitably be made of the place and movements of the members of the solar system, and in all concerning the planet or the life of man upon it, these can hardly be too thorough.

We recommend that laboratory work in the school room be given the largest possible place. Recent manuals suggest many details of such work, and no directions will here be needful. As an example of the helpfulness of the method, we may mention that pupils will most readily understand the effects of the inclination of the earth's axis, if they prepare drawings showing the place of the zonal circles on imaginary planets with axes of various inclinations.

Apparatus.—We emphasize the fact that physiography, as well as chemistry and physics requires a material equipment in order to be taught with the highest degree of success. New high school buildings, at least in our larger towns, should make provision for a physiographic laboratory. No approach to the study of land forms is so direct as that by way of the relief map or model. Of extant models we place first the Harvard Geographical series of three, issued by Ginn & Co., Boston, at \$12 for the set. The forms of mountain and plain, of valley and shore, which they illustrate, are too numerous to be mentioned here. Many of their lessons are so obvious that they may be used in the grammar grades, and some of the problems they present will test the ability of the most advanced pupils. They should be in every high school in Iowa where physiography is scientifically taught.

We commend also the relief maps published under the direction of the United States Geological Survey by E. E. Howell of Washington. While the cost of these magnificent models may place them beyond the reach of most of our high schools, their value in instruction each year will be found far in excess of the annual interest which might be reckoned on the investment. Of these we mention the relief maps of the United States, of different sizes, and ranging in price from \$25 to \$125; the Grand Canyon of the

Colorado, with part of the high plateaus of Utah, and by way of comparison the Yosemite canyon and the Niagara gorge on the same scale, \$125; Mount Shasta, a typical volcanic cone, \$40; and Chattanooga District, illustrating peneplanation and the adjustment of rivers, \$65.

Cheap relief maps of the continents and of the United States, in which the vertical scale is grossly exaggerated, are caricatures which teach at least much of error as of truth. In general, the educational value of a model, so far as the specific value of land forms is concerned, is in inverse ratio to the size of the area represented. It will sometimes be possible to enlist the help of students of special aptitudes in this direction. We have seen models in putty made by Iowa students, equal in technique to those of professional designers. Such work is so expensive in time that we cannot recommend it as a general exercise. This objection, however, does not apply to models made of dry sand, manipulated chiefly with funnels, since a delicate and complicated relief can be rendered with the minimum of time and trouble and with a fair degree of accuracy.

Topographic maps are so useful and so cheap that their absence in the high school may be taken to indicate something else than lack of funds. Those of our own country may be obtained from the Director of the United States Geological Survey, Washington, at five cents each, or \$2.00 per hundred, remittances being made by money order. Of these we commend as of special use the Iowa sheets, and the atlas of ten sheets with descriptive text, by Gannett, termed Folio 1, Physiographic Types, and costing twenty-five cents. Land forms not included in the atlas will be found in the Harrisburg and Lykens sheets, Pennsylvania; Crater Lake, Oregon; Tooele Valley, Utah; Marysville, California; Kaibab and Fort Defiance, Arizona; Corazon, New Mexico; and Kinsley, Kansas. An excellent list of selected maps is given in "*Government Maps for Use in Schools*," by Davis, King & Collie, Henry Holt & Co., New York, price thirty cents.

From the Mississippi River Commission, St. Louis, may be purchased at nominal rates several series of maps of that river, of which the most useful will perhaps be found the eight-sheet set showing the flood plain and the areas of overflow from Cairo to the Gulf. Daily weather maps will be obtained from the nearest publishing station of the United States Weather Bureau.

Many of the phenomena of physiography can be realized in the school room only by aid of the photograph or drawing. A collection of typical views is as necessary to the effective teaching of land forms as is a collection of fossils in historic geology. To present such views impressively to the entire class at once, so that each student may clearly see the smallest detail, requires apparatus for projection. A good lantern and a collection of slides may therefore be added to the list of the necessary equipment of a good physiographic laboratory. The screen may be either a white wall of smooth surface, or a white curtain mounted upon a spring roller. The room may best be darkened by curtains of stiff, heavy and opaque material, running in slots made by screwing strips of wood to the window casings.

Lantern slides cost about fifty cents each; so that a collection of say 500 views represents a considerable outlay of money. None but typical and well executed slides should be purchased. An excellent set of about 100, selected for the Cambridge, Massachusetts, schools by Prof. Wm. M. Davis,

is issued by E. E. Howell, Washington. Slides in many subjects can be rented at five cents each from the houses in our cities which deal in projection apparatus; but in this group of sciences their sets are meagre, ancient and useless. It is greatly to be desired that some of the better equipped schools in the West should follow the example of the American Museum of Natural History, which rents slides to high schools of New York; and we are pleased to notice that one of our higher institutions, Cornell college, has permitted high schools to avail themselves of its collection of more than 1,000 slides in this department, on terms more liberal than is customary.

A word will perhaps suffice as to the necessary meteorological equipment. This should include a barometer, thermometer, psychrometer, and rain gauge, at the least. Reliable instruments of the United States Weather Service patterns can be obtained from H. J. Green, 1191 Bedford avenue, Brooklyn, New York. Many suggestions of value as to their use will be found in *Ward's Practical Exercises in Elementary Meteorology*, just published by Ginn & Co., Boston.

Books of Reference.—Books and magazines for collateral reading form a necessary part of the equipment, and full lists will be found in recent books. High school libraries in the state can obtain the publications of the Iowa Geological Survey, by application to the Director, Des Moines, and in these will be found the fullest description of the physiographic phenomena of our own state. Duplicate copies of county reports may sometimes be obtained through members of the state legislature. Of magazines the *Journal of School Geography*, Lancaster, Pennsylvania, \$1.00, and the *National Geographic Magazine*, Washington, \$2.00, will be found particularly useful.

PHYSIOLOGY IN THE HIGH SCHOOL.

I. Things to be accomplished.

1. The pupil should acquire a knowledge of the general structure of the human body and of the functions of its various parts.
2. He should have sensible ideas regarding hygiene, both personal and public.
3. He should learn something of scientific method and acquire some degree of dexterity in experimentation.
4. He should be taught in the practical illustrative exercises to view nature at first hand, using microscope and other apparatus only when necessary.
5. He should learn that the living body is a part of nature, and as such never transcends the operations of law; that law for the human mechanism is as inexorable as for the lowliest worm that crawls.
6. He should see that the human body is holy, to be revered; that a long life and a healthy body depend upon individual conduct and not upon physicians' prescriptions.

II. Order of treatment.

1. So many excellent text-books are now available that it is hardly necessary to suggest more than the use of a text-book of recent date.
2. But any student in physiology should begin not too far afield from that which is commonly known.

III. Methods of study.

1. The method of presentation should combine certain work of a practical character with text-book study. This practical work should embrace the observation of physiological phenomena, experiments so simple that the pupil can readily make them, and dissections and demonstrations in anatomy.

The amount of dissection that may be performed in class illustrative of the text will depend somewhat upon public opinion and the tact of the teacher. Very profitable comparisons can be made between the anatomy of a rabbit or cat and that of the human body. It will be found profitable in many instances to have the illustrative work in a topic precede the recitations. The teacher in some cases can prepare dissections and demonstrations of functions, when it would not be feasible for the entire class to perform the particular dissections. But as far as possible, the pupil should be responsible for each detail. The teacher should not allow the practical work to become an insignificant part of the study. Expensive apparatus is not only unnecessary but is really out of place. Even the microscope should occupy but a minor sphere. The unaided eyes of the pupil will elicit nearly all of the information which can be assimilated at this period.

2. Each pupil should be required to make careful drawings of the dissections and accurate records of the experiments. The intimate relationships between the recitations and the illustrative work should never be lost sight of.

IV. Text and reference books.

The following texts are adapted to high school classes: Blaisdell's *Practical Physiology*; Colton's *Physiology, Experimental and Descriptive*; Foster & Shore's *Physiology for Beginners*; Macy & Norris' *Physiology for High Schools*; Martin's *Human Body*; Briefer Course, revised by Fritz; Walker's *Anatomy, Physiology and Hygiene*.

In addition to the directions given in any of these text-books the teacher will be assisted in his practical exercises by the following:

Foster and Langley's *Practical Physiology*; Gorham & Tower's *Dissection of the Cat*; Howell's *Dissection of the Dog*; Peabody's *Laboratory Exercises in Anatomy and Physiology*; Sanford's *Experimental Psychology*; Stirling's *Practical Physiology*.

ZOOLOGY.

I. The Teacher.—The best way to deal with animal study when the teacher to whom the work is intrusted is inadequately trained, or not by nature endowed with a genuine interest in animal life, is not to teach it at all. Special training is just as necessary in the case of a teacher of zoology as in that of a teacher of Latin, and it is far better to drop the matter entirely from the course, than to have the child's conception of nature as manifested in living forms ruined by a faulty introduction at the outset. We assume then that the teacher has had a thorough course in zoology or biology in university, college or properly conducted normal school, and that he or she does not teach the subject under protest, but because a real love for the study of animals renders such teaching a pleasure.

II. The Objects to be Attained Should be well Defined.—There should be a clear conception in the mind of the teacher of what he is trying to do, and

toward this end all the work should be intelligently centered. These objects are numerous, but there are three which in our opinion, are of paramount importance. These are:

1. *The Cultivation of the Power of Observation.*—The ability to see things and to see them correctly, is not a natural, but an acquired faculty. It is quite exceptional to find either a child or an adult who has good observational ability unless that ability has been brought out by careful training. No study surpasses that of zoology in its value in this direction when rightly used.

2. *The Cultivation of the Power of Description.*—This is still more rare, in children at least, than the preceding. Indeed, the deficiency is by no means confined to children. Not one in twenty university students is able to describe an ordinary object with any facility until he has been carefully trained. The power of good description is psychologically a very high one, acquired late by the race, and usually by the individual. For this reason the science of zoology requires considerable maturity of mind, if the best educational results are to be obtained, and should come as late as possible in the high school course. The power of description should be very carefully trained by the teacher who, if faithful, can thus secure psychological improvement of the utmost practical importance.

Animals usually have definite forms and colors and parts that lend themselves readily to concise description. But to secure this from the pupil requires all the firmness, patience and tact that the teacher can command.

3. *The Cultivation of the Power of Reasoning.*—The student, having learned to see and to describe, should be led to think, to compare, to judge and to infer. This is the crowning glory of the teacher's service—to stimulate thought, to induce in the pupil the habit not only of asking, but of answering questions. Such questions as, Why is this so? How did it become so? Are these two organs really alike, or only seemingly so? Why are these two butterflies so alike in form and color while so different in anatomical details? How is it that the bones in my hands are so like those in the flipper seal? It is this part of the work that can be made the most fascinating to both teacher and taught. But it should be continually borne in mind that the pupil should be encouraged to answer his own questions, the teacher seeing to it that the proper facts be placed before him in the form of specimens if possible and of books of lectures if necessary.

Hasty conclusions and generalizations should not be encouraged. An honest conclusion, although incorrect, may be of more educational benefit than a correct conclusion that is simply "jumped at."

III. *Method of Teaching Zoology.*—While almost any method (except the text-book method) can be made to do good service in animal study, there are certain ways of teaching that experience has proved to be of superior merit. Perhaps these may best be embodied in the following suggestions:

1. Study those forms of animal life that are most abundant in your vicinity, and that can easily be secured and often brought alive into your class room. The hydra, the clam, the earth-worm, the crayfish, the grasshopper, the perch, the frog, the garter snake and the rabbit are almost everywhere available and form laboratory standbys that can hardly be dispensed with.

2. Study the external anatomy, the gross internal structure and the life history as far as possible. Most of the more important anatomical points can be made out with the unaided eye or dissecting lens. These points are in general more available than the minute structure for attaining the educational advantages mentioned above. Moreover, they can be ascertained without expensive equipment, and therefore be at the service of all high school teachers.

3. We would recommend that most of the time devoted to the course be put in the study of invertebrate animals, because they are in general more conveniently secured and handled than vertebrates; they can be more easily dissected, and their study involves less pain to the animals themselves. A few typical vertebrates should also be studied, not because they furnish better educational drill, but because they afford a necessary introduction to human anatomy and physiology.

4. Some sort of guide or manual being usually necessary, we recommend as of special merit a little work called "Practical Zoology" by Colton (Heath & Co., Boston) as embodying our ideas as to the general method to be followed.

5. As may be inferred from suggestion 4, we do not recommend the use of the compound microscope in high school work, except as an occasional aid in special cases. We admit the fascination of the microscope and its indispensable aid in more advanced investigation, but regard it as most important that the pupil learn to use his eyes first, and to study the entire animal as a unit and its parts as organs, before being introduced to the histological structure which logically comes last.

IV. Equipment.—This will of course vary greatly according to the available funds and the ideas of the school board. Among the practically indispensable requisites, the following may be mentioned:

1. Laboratory tables, plainly and solidly constructed, the main requirements being a top that will not be injured by water, a good sized drawer for each pupil, and a good light. The size and arrangement of tables must be adapted to the shape of the room and position of the windows.

2. *Dissecting Microscopes.*—These should be as good as the state of the treasury will permit. This is the worst part of the equipment upon which to practice economy. But if economy must be used, it should be borne in mind that a good dissecting lens is, in our opinion, better than an inferior dissecting microscope.

3. Dissecting tools such as forceps, scissors, scalpels, needles, etc. should be furnished to each student; also at least one dissecting pan with a wax or cork bottom. Conveniences for washing and wiping the hands should not be neglected.

4. Specimens for study can in most cases be secured without expense if the teacher is energetic and the class genuinely interested. Living specimens can usually be secured by the students, except in the winter, if they are wisely directed. A large supply of reserve material in alcohol or formalin can be kept in store, the material being collected in spring, summer and autumn. Every opportunity to get students into the field should be utilized.

5. A collection of local animals can be made by the teacher and pupils and increased year by year. This is one of the very best methods of stimu-

lating and sustaining interest and utilizing the out-door activity of the pupils. It involves, however, a good deal of work such as only the truly devoted teacher will carry to a successful conclusion.

Finally. The most should be made of every specimen, as an unnecessary destruction of animal life should never be permitted, much less encouraged, by the teacher.

(Where further details are desired, information should be secured from some one who has had considerable practical experience in conducting such work. In no case should an inexperienced teacher be allowed to order or select equipment without such aid.)

ASTRONOMY IN THE HIGH SCHOOL.

In the consideration of suitable scientific branches for high school courses it is necessary to bear in mind the limited equipment of the schools, and the mental capacity of the students. The study of astronomy is eminently adapted to the requirements of the small high school, as it may be pursued to advantage with almost no outlay for apparatus, and a very good elementary knowledge of the subject may be acquired by the student of average ability at quite an early age. Astronomy is a subject that appeals to the mind of the young for the reason that its phenomena are of daily occurrence, and force themselves upon the attention of even the most casual observer. That astronomy is essentially a natural science study is shown by its being the oldest of our sciences, its profoundly mathematical aspect being of comparatively modern development.

The professional value of a study is not the only point to be considered in determining its fitness for the high school curriculum. On the other hand we have passed beyond the time when even the laboring man should limit his knowledge of the "Three R's," and the high school fails in its most important duty when it fails to train its students to observe the world about them.

It is not usually necessary for the teacher to awaken keen enthusiasm in the study of astronomy, as it often is in the case of chemistry, or of Physics, for the average student has from childhood felt an almost reverential interest in "those shining orbs that bespangle the dark robe of night." Consequently, astronomical facts fall upon eagerly receptive minds, and the student's powers of observation are trained almost without his realizing that he is applying himself to a serious study.

In the teaching of this, or of any other science, the true teacher will seize upon the opportunities offered to stimulate the inventive genius of his students, by requiring them, with but little assistance, to make simple apparatus by which they may determine roughly many fundamental facts,—in this case those that are connected with the local latitude and longitude of the student's home. The student may, in effect be asked this question: What facts regarding your position upon the earth's surface can you determine by the use of apparatus made by yourself? Let him make the apparatus, and demonstrate these facts. By such methods he may be trained not only in the invention of his own ways and means of research, but also in the use of simple tools and appliances. His interest will be stimulated by a brief historical study of the subject, in which special attention is called to the development of simple astronomical apparatus by early workers in this line. Some

very practical suggestions for the student's help in the arrangement and use of simple devices, and also in locating important lines, circles, and directions, may be found in David P. Todd's "A New Astronomy", published by the American Book Co.

The interest of the average high school student in astronomy may be greatly increased by the devotion of a number of evenings to the identification of some of the prominent constellations. For this purpose he should have access to a small star atlas, such as R. A. Proctor's "Half Hours with the Stars," published by W. H. Allen & Co., 13 Waterloo Place, London. We would recommend that not only evenings when there is no moon, but also evenings of considerable moonlight be chosen for this work, as the starry heavens are radically different in appearance at such times. It is not necessary that the student identify more than a few of the very prominent constellations.

The method of obtaining exact time, and the relations between the various kinds of time should be carefully considered. Attention should be called to the importance of uniform standards of time and to the necessities which have led to the division of the country into a few time belts. In the study of the planets the student should be asked to locate by his own observation all those that are visible during the time that he is engaged in astronomical study, it having been explained to him that the planets show a steady and not scintillating light, that they are close to the plane of the ecliptic, and that by careful observation their movement may be noted in the course of a few days. Attention should be called particularly to astronomical units, stress being laid upon the necessity of using units in terms of which all magnitudes may be expressed by rather small numbers, large numbers being in general quite meaningless to the student. Thus terrestrial dimensions may be given in miles; while the moon's distance is preferably expressed in terms of the earth's radius. The mean distance of the sun is a convenient unit with which to measure all planetary distances, while "light years" are needed to reduce the incomprehensible stellar distances to our ordinary numerical conception.

For help in identifying constellations, and also for use in the class room, the diameter of the moon's disc should be kept in mind as about one-half of a degree, while the distance between the "pointers" of the "dipper" is about five degrees, and one side of the great "Square of Pegasus" about eleven degrees. In connection with the latter constellation it may be noted that the east side of this "square" lies in the equinoctial colure, thus enabling the student to form some definite conception of the position of the vernal equinox. By means of such facts as the above, the student will acquire concrete ideas of the angular distance, separating stellar bodies, and of the dimensions of figures upon the celestial sphere. Without these ideas, many of the fundamental notions of the science must be vague and unintelligible to the student, and their statement a mere memory exercise.

ON THE TEACHING OF ECONOMICS IN THE HIGH SCHOOL.

The place in the course of the high school which economics has so far made for itself in Iowa high schools is that of a single term-study of from twelve to eighteen weeks, in the last year, or in the year preceding the last year, of the prescribed course of study. If the writer is not mistaken with regard to what he considers the present place of economics in the usual high school

course, he will venture to express the opinion that economics has now about the place and nearly all the time which can be accorded it by the side of the other subjects. It may be urged, however, that in all cases where the study of economics is formally undertaken, it should have fully one-half of the school year, to be followed or preceded by a good high school course in the elements of civil government or United States history.

Something may be said with regard to the preparation that is made for the study of economics in and throughout the work of the lower grades and during the first year or two of the high school. Teachers, do perhaps, not see with sufficient clearness the amount of preparation for the study of economics that may be made through the curriculum of the grades and the first two years of the high school.

Four studies expressly, and incidentally a fifth, prepare the way for the teaching of economics. These are: Arithmetic, geography, history and civil government. The fifth is reading, if it may be treated separately. All of these bear upon the study of economics and with the improved methods of teaching these subjects as actual branches of knowledge concerning the world in which we live, methods which have been making their way into our schools, the high school pupil in his third or fourth year should be prepared to take up economics as it is presented in such a text as that of Prof. Laughlin or that of the late President Walker.

To point the relation of the preliminary studies more clearly, and in one of the most neglected fields, attention is called to the opportunities which the teacher of arithmetic has and the teacher of bookkeeping, to give his pupils information of detail regarding the course of commerce and the usages of business in modern countries. Such a text in higher arithmetic as that of Beeman and Smith, for example, would furnish an admirable opportunity for excellent collateral work by a high school class that is pursuing or about to pursue a course of study in theoretical economics as expounded in our standard text-books. Physical geography and political geography may each in their own way contribute their portion of object matter toward furnishing a concrete basis for the discussion of domestic as well as international trade.

In the history class long before you come to the formal study of economics there are many opportunities of enforcing the teachings of economic science by evils which follow from a neglect of those teachings, the evils of discredited currency, as experienced in the revolutionary war, or the dangers of irresponsible banking as illustrated by disorders in the currency connected with our wild-cat banking in the southwest and west during the thirties and forties of the present century.

In the class in civil government the occasion for having government at all may be studied and the advantages of law and order in their reaction upon the economic welfare of the people may be pointed out at length.

One chief obstacle to the successful teaching of economics in the high school lies in the fact that the boys and girls in our high schools have hardly a sufficient data of experience to enable them to comprehend or appreciate the broad generalizations which are customarily made in economic science. Therefore the more active and intelligent the efforts of teachers in the grades and in the co-ordinate studies in the high school itself are, to furnish the mind with objective content, real knowledge of the actual world in its business life and laws, in so far as knowledge of these can be communicated to

the youth in the school room from day to day, the more probably will a high school class profit by a course in economics.

The importance, or perhaps rather the possibilities, of such subjects as commercial arithmetic and bookkeeping can only be appreciated by the teacher who is himself a wide-awake citizen, thoroughly informed and appreciative of these subjects as they reach into the very life of our busy everyday world. Good teaching along these lines, supported by a correct ethical purpose, is of great importance toward preventing poor teaching and yet poorer learning when the pupils come to the abstractions of economic science.

One word now on the teaching of economics itself. The writer has no hesitation in saying that if the supplementary and preparatory work which he has sketched could be well done, he would prefer to see economics as such moved into the college and university curriculum, because the dangers of a superficial study of a difficult subject are always considerable.

It is perhaps not necessary to go further from the shore than wading depth, and the precaution to keep on bottom that can be fathomed may be wisely urged. To this end the text-book should always be well selected. In economics the text-book should be strong, clear, and classical. The two texts above referred to are good examples of their kind; and there are a few other good texts for high school classes. That of Bullock may be named.

We shall by and by have books which deal with economic science in a more descriptive manner, though equally scientific. Henry W. Thurston's *Economics and Industrial History* (Chicago, 1899) is a good example of this new type of text-book, but it requires a well prepared teacher to use it. A good text-book should be calculated to furnish knowledge and develop lines of reasoning suitable to the age of the pupils. Where descriptive work can be supplied by the teacher, who is, however, seldom prepared to furnish it, the high school class has a great advantage.

THE TEACHING OF CIVICS OR CIVIL GOVERNMENT IN THE SECONDARY SCHOOLS.

The importance of civics or civil government in the schools depends upon our view of the purposes of education in general and of political education in particular. If the chief purpose of public education is to elevate the public standards of citizenship and right living, and if the purpose of political education is to familiarize the people with the forms and processes through which they may participate in public affairs, then there can no longer be any doubt of the place of civics in our schools.

For should this subject be left for the college and university curriculum, it should be taught in all high schools; and in connection with history, geography and literature it may be presented in grades below the high school. In the broadest sense of exalting citizenship, suggesting ideals of conduct, and inspiring a love for public service, civil government has a place in every school, college, and university in the land. But it is the inspiration of high standards of citizenship and right living rather than the acquisition of knowledge concerning the forms and powers of government that makes the study of civics and politics worth the while. The success with which it is taught will depend largely upon the purpose and character of the teacher.

There is no one right way of teaching a subject like civics. Each teacher must to a very considerable extent be his own guide and follow his own methods. To follow the program of another and rely wholly upon text-books is to assume the roll of task master. Nevertheless, texts will assist and suggestions may inspire. Herein a few suggestions are ventured.

In the first place an attempt should be made to bring the pupils to a realization of their citizenship. They should be filled with the idea that they are not independent, isolated individuals, but members of a larger whole—the family, the community, the city, the county, the state, and nation. Then they should be made to see that the government—local, state, and national—under which they live is simply the organization of the people; that the form and administration of this government is determined by the people acting as citizens; that the character of the people will be the measure of the standards of the government, and that it is the duty of all to participate in the administration of government, to the extent, at least, of helping to create a sound public opinion. In short the facts relating to the form and organization of government gathered from code, statutes, constitutions, and text-books should be spiritualized by such ideas as these.

And the teacher himself must realize that he is assisting in the preparation of boys and girls, young men and young women for intelligent, useful and active citizenship. He must teach civics, ever conscious of the fact that the highest aims of political education is to prepare the youth for citizenship by putting the emphasis on character, and by inspiring ideals of courage, progress, loftiness of purpose, sympathy, unselfishness and public generosity.

As intimated above it would perhaps be unwise to attempt a systematic course in civics in any of the grades below the high school. And yet, pupils in the grammar grades may be somewhat informed concerning the government under which they live through the courses in geography and history. They may also be led to seize upon many ideals of public service and patriotic conduct through the study of the lives of great citizens and statesmen. Of course it cannot be expected that pupils in these grades will read widely in the literature of American statesmanship; but the nobler traits and aspirations of great citizens like Washington, Jefferson, Madison, Lincoln, Greeley, and Kirkwood, can easily be set forth by the teacher in language easily comprehended by a child of eight or ten years. To get children to reverence and cherish the ideals in the lives of these great men will be far more value than to force them to commit to memory lists of township, county and state officers. For after all the aim of political education, whether in the college, university or secondary schools, is the formation of character through the adoption of ideals.

In the eleventh or twelfth grades of the high school a systematic course in civics may be prescribed. Here a text may be used. The pupils should in a very general way be familiarized with the form, organization, and workings of the local, state, and national government under which they live.

The facts relative to the form and organization of the government may be gathered from text-books, the constitution and the code. But such facts should be supplemented by talks of the rights, duties, privileges, and obligations of citizenship. Comparisons with foreign governments may be introduced with good results.

It is of course more difficult to make clear the workings of government. However, something in this direction may be gained through mock-conventions, mock-elections, mock-assemblies, mock-caucuses, mock-congresses, and the like. Where practicable the pupils should be encouraged to visit the courts, the city or village council, and the state legislature.

The first work in civics in the high school will very naturally be given in connection with and as a part of history and geography. The history taught should be local history and state history. The geography taught should be the geography of the township, county, city, and state. Thus, local politics may be studied in connection with local geography and local history.

THE ELEMENTARY COURSE IN GERMAN.

1. *The Aim of the Instruction.*

At the end of the elementary course the pupil should be able to read at sight, and to translate, if called upon, a passage of every easy dialogue, or narrative prose, help being given upon unusual words and constructions; to put into German short English sentences taken from the language of everyday life or based upon the text given for translation, and to answer questions upon the rudiments of the grammar as defined below.

2. *The Work to be Done.*

During the first year the work should comprise: (a) Careful drill upon pronunciation; (b) the memorizing and frequent repetition of easy colloquial sentences; (c) drill upon the rudiments of grammar, that is, upon the inflection of the articles, of such nouns as belong to the language of everyday life, of adjectives, pronouns, weak verbs, and the more usual strong verbs, also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word order; (d) abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (e) the reading of from seventy-five to one hundred pages of graduated texts from a reader, or in the form of simple stories, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read.

During the second year the work should comprise: (a) The reading of from 150 to 200 pages of literature in the form of easy stories and plays; (b) accompanying practice, as before, in the translation into German of easy variations upon the matter read, and also in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages; (c) continued drill upon the rudiments of the grammar, directed to the ends of enabling the pupil, first, to use his knowledge with facility in the formation of sentences, and, secondly, to state his knowledge correctly in the technical language of the grammar.

3. *Suggestions to the Teacher.*

Stories suitable for the elementary course can be selected from the following list (arranged alphabetically): Anderson's *Marchen* and *Bilderbuch ohne Bilder*; Arnold's *Fritz auf Fereen*; Baumbach's *Marchen*, *Die Nonna*,

and Der Schwiegersohn; Gerstacker's Germelshausen; Heyse's L'Arrabbiata, Das Madchen von Treppi, and Anfang and Ende; Hillern's Honer als die Kirche; Jensen's Die braune Erica; Leander's Traumereien, and Kleine Geschichten; Seidel's Marchen; Stokl's Unter dem Christbaum; Storm's Immensee and Geschichten aus der Tonne; Zschokke's Der zerbrochene Krug.

Good plays adapted to the elementary course are much harder to find than good stories. Five act plays are too long. Among shorter plays the best available are perhaps: Benedix's Der Prozess, Der Weiberfeind, and Gunstige Vorzeichen; Elz's Erist night eifersuchzig; Wichert's An Der Majorzecke; Wilhelmi's Einer muss heiraten. It is recommended, however, that not more than one of these plays be read. The narrative style should predominate.

Translation from German into English should be idiomatic not literal. The pupil should be constantly reminded that he is transferring, from one language to another, ideas not words. But from the outset, it should not be forgotten that the principal object of study is not to learn to translate, but to learn to read understandingly without translating. This end can best be accomplished by beginning with some very easy text in connection with the grammar. And, as a rule, a class should never be put into a text the substance of which it can not understand at sight.

Reproductive translation into German. The program of work provides for practice "in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages." This is what the Germans call "freie Reproduktion," and is one of the most profitable exercises possible. It teaches the pupil to give heed not only to the meaning but to the form in which it is expressed, to put thoughts in German with German as a starting point. The language of the original should, of course, not be memorized verbatim; what is wanted is not an effort of the memory, but an attempt to express thought in German forms that are remembered only in a general way. The objection to independent translation from English into German is that for a long time it is necessarily mechanical. The translator has no help except his grammar and dictionary and his translation is mere upsetting. In free reproduction, on the contrary he instinctively starts from his memory of the original. His thoughts tend to shape themselves in German form. In short, he learns to think in German.

II. *The Intermediate Course in German.*

1. *The Aim of the Instruction.*—At the end of the intermediate course the pupil should be able to read at sight German prose of ordinary difficulty, whether recent or classical; to put into German a connected passage of simple English, paraphrased from a given text in German; to answer any grammatical questions relating to usual forms and essential principles of the language; including syntax and word formation, and to translate and explain (so far as explanation may be necessary) a passage of classical literature taken from some text previously studied.

2. *The Work to be Done.*—The work should comprise, in addition to the elementary course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally

and sometimes in writing, paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses and modes (with special reference to the infinitive and subjunctive,) and likewise upon word order and word formation.

This represents the work of the second year in the two years' course adopted by the college department of the Iowa State Teachers' Association.

3. *Suggestions to the Teacher.*—Suitable reading matter can be selected from such works as the following: Ebner-Eschenbach's *Die Freiherren von Gemperlein*; Freytag's *Die Journalisten* and *Bilder aus der deutschen Vergangenheit* (e. g. Karl der Grosse, Aus den Kreuzzügen, Doktor Luther, Aus dem Staat Friedrichs des Grossen;) Fouque's *Undine*; Gerstacker's *Irrfahrten*; Goethe's *Hermann und Dorothea* and *Iphigenie*, Heine's poems and *Reisebilder*; Hoffman's *Historische Erzählungen*; Lessing's *Minna von Barnhelm*; Meyer's *Gustav Adolfs Page*; Moser's *Der Bibliotheker*; Riehl's *Novellen* (e. g. Burg Neideck, Der Fluch der Schönheit, Der stumme Ratsherr, Das Spielmannskind;) Rosegger's *Waldheimat*; Schiller's *Der Neffe als Onkel*, *Der Geisterseher*, *Wilhelm Tell*, *Die Jungfrau von Orleans*; Das Lied von der Glocke, Balladen; Scheffel's *Der Trompeter von Sakkingen*; Unland's poems; Wildenbruch's *Das edle Blut*.

The general principles of teaching set forth in the preceding section apply also to the work of the intermediate course. Translation should be insisted upon so far as necessary, but the aim should be to dispense with it more and more. Every expedient should be employed which will teach the scholar to comprehend and feel the original directly, without the intervention of English. Occasional exercises in preparing very careful written translations should be continued. Practice should be given in reading at sight from authors of moderate difficulty, such as Rieh or Freytag. The "free reproduction" should by all means be kept up. It will be found much more valuable at this stage than independent translation from English into German. In dealing with classical literature thorough literary studies are, of course, not to be expected, but an effort should be made to bring home to the learner the characteristic literary qualities of the text studied, and to give him a correct general idea of the author. In the case of the drama, at least, some study of structural technique will often add interest to the work. The teacher will find Freytag, *Technik des Dramas*, of Franz, *Aufbau der Handlung in den klassischen Dramen* (velhagen und Klasing, 1892) good guides in this study.

III. *The Advanced Course in German.*

1. *The Aim of the Instruction.*—At the end of the advanced course the student should be able to read, after brief inspection, any German literature of the last one hundred and fifty years that is free from unusual textual difficulties, to answer in German questions on the lives and works of the great writers studied, and to write in German a short, independent theme upon some assigned topic.

2. *The Work to be Done.*—The work of the advanced course (last year) should comprise the reading of about 500 pages of good literature in prose and verse, reference reading upon the lives and works of the great writers studied, the writing in German of numerous short themes upon assigned subjects, independent translation of English into German.

3. *Suggestions to the Teachers.*—Suitable reading matter for the last year will be: Freytag's *Soll und Haben*; Fulda's *Der Talisman*; Goethe's dramas (except *Faust*); Goethe's prose writings (say extracts from *Werther* and *Dichtung und Wahrheit*); Grillparzer's *Ahnfrau*, *Sappho*, or *Der Traum im Leben*; Hauff's *Lichtenstein*; Heine's more difficult prose (e. g. *Über Deutschland*); Kleist's *Prinz von Homburg*; Korner's *Zriny*; Lessing's *Emilia Galotti* and prose writings (say extracts from the *Hamburgische Dramaturgie* or *Laokoon*); Scheffel's *Ekkehard*; Schiller's *Wallenstein*, *Maria Stuart*; *Braut von Messina*, and historical prose (say the third book of the *Geschichte des dreissigjährigen Keieges*); Suderman's *Johannes*; Tieck's *Genoveva*; Wildenbruch's *Heinrich*.

A good selection from this list would be: (1) A recent novel, such as *Ekkehard* or *Soll und Haben*, read in extracts sufficient to give a good idea of the plot, the style, and the characters; (2) *Egmont* or *Gotz von Berlichingen*; (3) some of Goethe's prose, say the *sesenheim* episode from *Dichtung und Wahrheit*; (4) *Wallenstein's Lager* and *Wallenstein's Tod*, with the third book of the *Thirty Years' War*; (5) *Emilia Galotti*; (6) a romantic drama, such as *Genoveva* or *Der Prinz von Homburg*. It is assumed that by the time the fourth year is reached, translation in class can be largely dispensed with and the works read somewhat rapidly. Of course they cannot be thoroughly studied, but thorough literary study belongs to the college or the university. It is not sound doctrine for the secondary school that one work studied with the painstaking thoroughness of the professional scholar is worth half a dozen read rapidly. In the secondary school the aim should be to learn to read easily, rapidly, and yet with intelligent general appreciation, somewhat as an ordinary educated American reads Shakespeare.

THE ELEMENTARY COURSE IN FRENCH.

1. *The Aim of the Instruction.*—At the end of the elementary course the pupil should be able to pronounce French accurately, to read at sight easy French prose, to put into French simple English sentences taken from the language of everyday life, or based upon a portion of the French text read, and to answer questions on the rudiments of the grammar as defined below.

2. *The Work to be Done.*—During the first year the work should comprise (a) careful drill in pronunciation; (b) the rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the sentence, and the elementary rules of syntax; (c) abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (d) the reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read, the teacher giving the English, and in reproducing from memory sentences previously read; (e) writing French from dictation.

During the second year the work should comprise: (a) The reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches; (b) continued practice in translating into

French easy variations upon the texts read; (c) frequent abstracts, sometimes oral and sometimes written, of portions of the text already read; (d) writing French from dictation; (e) continued drill upon the rudiments of grammar, with constant application in the construction of sentences; (f) mastery of the forms and use of pronouns, pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

When only one year's work in French is attempted, at the close of the secondary course, the total amount of reading indicated above must be reduced by about one-fourth.

Suitable texts for elementary reading are About's *Le Roi des montagnes*; Brunot's *Le tour de la France*; Daudet's easier short tales; De la Bedolliere's *La Mere Michel at son chat*; Erckman-Chatrian's stories; Froa's *Contes biographiques* and *Le petit Robinson de Paris*; Foncin's *Le pays de France*; Labiche and Martin's *La poudre aux yeux* and *Le voyage de M. Perrichon*; Legouve and Labiche's *La cigale chez les fourmis*; Malots *Sansfamille*; Mairat's *la tache du petit Pierre*; Merimee's *Colomba*; extracts from Michelet; Sarcey's *Le siege de Paris*; Verne's stories.

3. *Suggestions to the Teacher.* The suggestions already offered upon the teaching of elementary German are, in the main, equally applicable to the teaching of elementary French. While each language has its own peculiar difficulties that require special attention from the teacher, the general principles that should regulate the work are the same for both. Only a few supplementary observations need be added here.

The educational value of the study of French in cultivating habits of careful discrimination, of mental alertness, of clear statement, must never be lost from view, and the expediency of an exercise must often be determined by its utility in attaining these ends. With regard to drill in grammar, it is not for the secondary school to spend time over the many pages of exceptions, peculiarities in gender and number, idioms that one rarely sees and never thinks of using, and grammatical puzzles for which each learned grammarian has a different solution, that form so large a part of some grammars. The great universals, however, (the regular and the common irregular verbs; negative and interrogative variations; the common guise and meaning of moods and tenses; the personal pronouns and their position; the general principles governing the agreement of adjectives, pronouns and participles; the partitive constructions; the possessives, demonstratives, interrogatives, and relatives; the most common adverbs, conjunctions, and prepositions), should all be thoroughly understood by the end of the elementary course, and subsequent study should give considerable facility in using them.

The verb seems most formidable; but when it is perceived that most forms of all verbs may be treated as identically derived from the "primitive tense," the difficulties appear less numerous, and when the principle of stem differentiation under the influence of tonic accent, persisting in the older and more common verbs, is a little understood, the number of really unique forms is inconsiderable.

No attempt should be made to teach literature until the pupil is quite familiar with ordinary prose and can read page after page of the text assigned with no great need of grammar and dictionary. The classics of

dramatic literature may very properly be postponed until the fourth year, and are not always desirable even then; but a few are given below among texts suitable for the intermediate course in the hope that these rather than others will be selected by teachers who, for reasons of their own, choose to read something of the kind at this stage of the course.

II. *The Intermediate Course in French.*

1. *The Aim of the Instruction.*—At the end of the intermediate course the pupil should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the elementary course.

2. *The Work to be Done*—This should comprise the additional reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving French paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

This represents the amount of work contemplated in the two years' preparatory course adopted by the College Department of the Iowa State Teachers' Association.

Suitable texts are: About's stories; Augier and Sandeau's *Le Gendre de M. Poirier*; Beranger's poems; Corneille's *Le Cid* and Horace; Coppee's poems; Daudet's *La Belle Nivernaise*; La Brete's *Mon oncle et mon cure*; Mme. de Sevigne's letters; Hugo's *Hernani* and *La Chute*; Labiche's plays; Loti's *Pecheur d'Islande*; Mignet's historical writings; Moliere's *L'Avaro* and *Le Bourgeois Gentil'homme*; Racine's *Athalie*, *Andromaque*, and *Esther*; George Sand's plays and stories; Sandeau's *Mlle. de la Seigliere*; Scribe's plays; Thierry's *Recits des temps merovingiens*; Thier's *L'Expedition de Bonaparte en Egypte*; Vigny's *La canne de jonc*; Voltaire's historical writings.

III. *The Advanced Course in French.*

1. *The Aim of the Instruction.*—At the end of the advanced course the pupil should be able to read at sight, with the help of a vocabulary of special or technical expressions, difficult French not earlier than that of the seventeenth century; to write in French a short essay on some simple subject connected with the works read; to put into French a passage of easy English prose, and to carry on a simple conversation in French.

2. *The Work to be Done.*—This should comprise the additional reading of from 600 to 1,000 pages of standard French, classical and modern, only difficult passages being explained in the class; the writing of numerous short themes in French; the study of syntax.

Suitable reading matter will be: Beaumarchais's *Barbier de Seville*; Corneille's dramas; the elder Dumas's prose writings; the younger Dumas's *La question d'argent*; Hugo's *Ruy Blas*, lyrics, and prose writings; La Fontaine's fables; Lamartine's *Graziella*; Marivaux's plays; Moliere's plays; Musset's plays and poems; Pellissier's *Le Mouvement litteraire au Xix siecle*; Renan's *Souvenirs d'enfance et de jeunesse*; Rousseau's writings; Sainte-Beuve's essays; Taine's *Origines de la France contemporaine*; Voltaire's writings; selections from Zola, Maupassant, and Blazac.

LATIN.

The aims of a secondary school course in Latin extending over four years are quite generally understood and pursued. Supposing, as this report does, that five recitation periods a week are to be devoted to the study during at least three of the four years, there should be no insuperable difficulties in the way of completing the minimum amount recommended in the report of the committee on college entrance requirements presented to the National Educational association at its meeting in July, 1899.

Since this report must inevitably set the standard of the four-year Latin course for years to come, it seems desirable to reproduce it here for the benefit of teachers and school authorities generally.

First Year.—Latin lessons, accompanied from an early stage by the reading of very simple selections. Easy reading: twenty to thirty pages of consecutive text. In all written exercises the long vowels should be marked, and in all oral exercises pains should be taken to make the pronunciation conform to the quantities.

The student should be trained from the beginning to grasp the meaning of the Latin before translating, and then to render into idiomatic English and should be taught to read the Latin aloud with intelligent expression.

Second Year.—Selections from Cæsar's Gallic War equivalent in amount to four or five books; selections from other prose writers, such as Nepos, may be taken as a substitute for an amount up to, but not exceeding, two books.

The equivalent of at least one period a week in prose composition based on Cæsar.

Reading aloud and translating, together with training in correct methods of apprehending the author's meaning, both prepared and unprepared passages being used as material. The memorizing of selected passages.

Third and Fourth Years.—Sallust's Cataline. Cicero: six to nine orations (including the Manilian Law). Ovid: 500 to 1,500 verses. Virgil's Aeneid: six to nine books. The equivalent of at least one period a week in prose composition based on Cicero. The reading of Latin aloud. The memorizing of selected passages.

The adoption of this course is not only demanded by considerations of self-respect, but it is also far from being impracticable. Preparatory to drafting the statement concerning Latin in this publication, letters of inquiry were sent to twelve of the principal high schools of Iowa and from eight, reports were received in reply. Although the information obtained in this manner was not in all cases as detailed as was desired, it appears that the above mentioned requirements for the first and second years are substantially met in all of the schools. In the third and fourth years some deficiencies occur, due chiefly to the circumstance that four instead of five periods a week are devoted to the study. Six orations of Cicero and nine books of Virgil's Aeneid are almost universally read. Here and there a sufficient amount of Ovid is taught. In view of the fact that the metamorphoses presents so much less difficulty to the beginner in reading hexameter verse than the Aeneid, it would seem advisable, even from considerations of time economy, to give a few weeks to this author. Add to this that the enhancement of interest accruing from the reading of a new author amply compensates for a certain loss of time, and we have said sufficient to recommend the introduction of a modicum of Ovid. Quite frequently an additional oration of some letters of

Cicero are read in lieu of Sallust's *Cataline*. Some of the considerations favorable to Ovid apply with equal force to Sallust, and in addition this historical monograph possesses to an unusual degree intrinsic interest for the scholar, especially when read preparatory to, or in conjunction with, the *Catilinarian* orations of Cicero. A few high schools have successfully employed selections from it as material for sight reading.

There is one matter deserving of more than passing mention. It is the subject of Latin prose writing, almost universally neglected in Iowa. Easy exercises in the writing of Latin should accompany the other phases of instruction from the first, because they give an intimate knowledge of the essential forms and a readiness in the use hardly to be attained in any other way. In many high schools the insufficient number of recitation periods has led to the omission of such exercises very much to the detriment of the instruction in all its aspects. It is to be hoped that, when five periods a week are granted, teachers may not yield to the temptation to spend the added hours entirely in increasing the amount of Latin to be read, but may avail themselves of the better opportunities for reinforcing the fundamentals by devoting much of the gain to this important work. Prose composition, based on Cicero, is quite too generally omitted while the class is busied with the reading of Virgil. In many schools, however, an ample equivalent, though hardly of a kind with it, is provided in the weekly period devoted to the study of classical mythology.

Owing to its fundamental character, the first year Latin deserves especial mention. In pursuing the lessons, accuracy in the recognition of inflectional forms is hardly more important than correct pronunciation in conformity with the quantities, which can be attained only by constant practice in reading aloud under the punctilious instruction of the teacher. It is the experience of schoolmen generally, that the slightest neglect of this exercise even for a short time, at this early stage, works irreparable harm. Reading aloud should not, however, be discontinued at the end of the first year, but should be made auxiliary, from the first and always, to another phase of Latin instruction, which is also of great importance, grasping the meaning of the text before translation, itself indispensable if the student is to render it into idiomatic English. If reading aloud be continually practiced in the manner described, 'the intelligent expression,' which every teacher desires above all to catch, may not be the unattainable ideal it is sometimes thought to be.

Quite as indispensable as the oral practice is the marking of all long vowels in the written exercises. In fact the two necessarily run parallel, and unless the latter is practiced consistently the pronunciation will deteriorate. It will be found helpful in this respect if the teacher will occasionally read aloud some simple connected passage and have the scholar translate from hearing. But perhaps there is no exercise that promises better results in all directions than the memorizing of selected sentences and, in due course, of connected passages. Poetical quotations are especially adapted for this purpose and facilitates fixing in memory the quantities. A live teacher by such devices can combine the learning of paradigms with a concrete mastery of the language, and such is of course the ideal we set ourselves in the beginnings of Latin.

If, as is here assumed, five periods a week throughout three years and four periods in the fourth year are given to Latin in the high school, most of

the deficiencies here touched upon may be readily supplied. In view of the rapid progress in the co-ordination of courses of study the country over, there ought to be no doubt or hesitation about the standard. The four-year course recommended by the National Educational Association should be adopted by our high schools at once, where it is not already in operation. Yet there should be nothing farther from our thoughts than the reduction of the entire Latin curriculum to a system of hard and fast requirements. To insure the maintenance of the teacher's interest in his work, upon which, in the last resort, all his success depends, some considerable scope must be reserved to his initiative, and due allowance must always be made for special endowments and individual methods.

Good courses, however, do not guarantee good teaching. At this point all prescriptions fail. Unless teachers of Latin in the secondary schools are filled with a lofty ambition constantly to improve their methods of presentation and the vital sympathy they possess for the subject-matter of their instructions, Latin will be in fact, as it is in name, a dead language. The increased interest in the study, evinced in the growing numbers of those who take it in our schools, indicates that the teacher is growing with his opportunity. May this prove to be the fact.

COMPOSITION AND RHETORIC IN THE HIGH SCHOOL.

I. Things to be accomplished.

1. The pupil should be made to acquire the ability to write English that shall not bear the mark of illiteracy.
2. He must be given enough sense of style to enable him to vary his own writing to make it conform in some measure to the subject he has in mind.
3. He must be taught rhetorical doctrine, but only in connection with his own exemplification of it in his own writing; he must be trained in literary judgment, rather than informed in regard to literary laws.
4. To accomplish this he must be kept busy writing until by the criticism of his own errors he has learned to avoid them.
5. After he has come to a knowledge of what constitutes correctness in English he should be given training in the qualities that distinguish literature from other writing.

II. Order of treatment.

1. The initial difficulty is that of getting pupils to write.
2. That this difficulty may be lessened the work should first take up the whole theme and the paragraph. The pupil should be directed in securing material from experience, from observation, and from books; and in this fashion his interest in the problem of having something to say should be quickened.
3. At first, criticism of what he writes should not go beyond the question of choice and arrangement of material, except in the case of elementary grammatical errors.
4. From the paragraph work should proceed to consideration of the sentence words and questions of style.

III. Method of teaching.

1. In the teaching of English in the high school a suitable text is very necessary. Principles of literary composition are too vague for the pupil to

be able to hold them in mind without having opportunity to think them over from the printed page.

2. The study of the text, however, should be made subordinate to the writing of themes, and in this the student should be given some range of choice in the matter of subjects.

3. Occasionally all members of the class should be compelled to write on the same subject and comparison between the different compositions made.

4. All criticisms of themes should be made as definite as possible and should give reasons which the pupil will accept without the assurance of some rhetorical authority.

5. These corrections should often be read to the class as a subject for class discussion, and as often as possible the teacher should find time to go over the themes with the pupils alone taking pains to reach the pupil's characteristic faults.

6. It will be found helpful to ask for written outlines of subjects often and these should be criticised for coherence, arrangement and proportion.

7. The class should be given some drill in criticising compositions themselves.

IV. Rhetoric and Literature.

1. The study of literature may profitably be taken up in connection with the work in composition, the classes reciting on alternate days. Themes may then be assigned from the work in the literature class, but these themes should not demand of the pupil any critical thinking beyond what has been done in the class. In the work in composition the pupil must devote himself largely to expressing what he already has in mind.

2. Care must be taken not to repress the individuality of the pupil by making him feel that he must follow some author whom he is studying as a model.

3. While facility in expression is the end of the work, the pupil's inventive faculties must be stimulated or he will not care to write or have occasion for writing. For this work subjects drawn from the work in literature are not advisable. In that the student is merely to put in shape things that he has learned. For more original work other subjects should be assigned.

ENGLISH LITERATURE IN THE HIGH SCHOOL.

I. Objects in teaching English Literature.

1. That the student may not be ignorant of the important names and important achievements in English letters.

2. That he may come to a liking for good books.

3. That he may develop so critically discerning a taste as will give him a positive dislike for the crude and the vulgar.

4. That through literature he may come to a larger understanding of life.

The first of these is a matter of practical business importance, having to do with the student's ability to meet his fellows in the world of affairs on a footing of intellectual equality; the others are matters of culture and scholarship.

II. Amount and character of Literature to be studied.

1. The number of authors and works read should be enough to give the

student a wide range. Too exhaustive study of a few works will deaden the interest of students of high school age. Moreover the study of literature is in part for the purpose of broadening the pupil's knowledge of life, and enough should be read to accomplish this.

2. A few authors should be studied critically for the purpose of securing object three above.

3. Nothing should be read so superficially that the student will not enter measurably into the spirit of the writing.

4. Literature of the narrative sort, whether prose or verse, serves best to stimulate interest in the subject when it is first taken up.

5. In the study of Shakespeare dramas should be selected in which the pure story interest is strong, and in which the characters are distinctly individual and easily read. "The Merchant of Venice" and "Macbeth" are especially to be recommended, and the reading of them in the high school will presumably leave enough to be done with them in the later study in the college. It must be borne in mind that high school students are not prepared either by their experience of life or by their knowledge of literary art for any thoroughly appreciative study of Shakespeare, and there can be no question but that serious study of Shakespeare by students not mature enough to get his deeper meanings will merely result in dislike for him.

6. The teacher should make careful study of the class and choose productions which will stimulate the interest of that particular class and which will in her judgment enlarge the sympathies of the individual members of the class.

7. The teacher should as far as possible direct the reading done by pupils in their homes.

III. The Study of Literary History.

1. Real knowledge of the historical development of English literature can come only through direct study of the literature itself, but this is a very much larger thing than can be accomplished in the high school.

2. It need hardly be said that Chaucer is not an author to be studied below junior or senior classes in college, but the high school student who will not go to college, as most high school students do not, should know something about Chaucer. Obviously in this case as in the case of Spencer and a host of others whom the high school student cannot read, he must get information "second hand" from some such history of literature as Stopford Brook's "Primer of English Literature" or better still from Johnson's "History of English and American Literature."

3. In the teaching of literature as in the teaching of other subjects, it must not be forgotten that the high school has a double mission. It must put one student in the way of the scholarly training which is to carry him further in college, and it must give another student the information as information which will enable him to make a good showing in the world of affairs without a college training.

Pedagogically, the thought most important is that the student should know how to study the work in hand.

1. To make this sure the teacher should prepare definite questions suited to the age of the pupils and leading them to find out for themselves the artistic and other qualities of the story or essay or poem.

2. In the story there should cover matters of meaning, phrasing, mood suggestions, character portrayal, description and management of plot to affect the reader's sympathies.

3. In the poem they should deal also with poetic forms, meter, figures, alliteration, rhyme, and positive crudities as well as striking felicities of phrasing.

4. Among other things these questions should lead the student to the right placing of his sympathies, and to an understanding of the author's management of them.

5. Without didacticism, they should lead the pupil to an appreciation of the fundamental beauty or truth which gives the work in hand significance.

NOTE.—A few questions are here given as illustrations.

Questions on "A Highland Mystic" in the "Bonnie Brier Bush."

a. What do you understand by "the transformation of Donald Menzies?"

b. And what by the "open vision?"

c. Would you call the description of Donald in the third paragraph good or not? and why?

d. What changes in his mood in this paragraph? And how are they indicated?

e. In the next paragraph what do you learn about Burnbrae from the fact that he always opens the conversation?

f. What distinction in character do you note between Burnbrae and Donald as you read through the chapter?

g. Indicate in the third paragraph any passages that seem to you especially well phased and say why.

h. For what purpose do you fancy this chapter was written?

Questions on Lancelot and Elaine:

a. What is the meter in which the poem is written?

b. In the first line what syllable that has a secondary accent should have a primary accent? And why?

c. What character in Elaine does the poet imply by "lily-maid."

d. What feeling makes her wish to be awakened by the gleam of morning's earliest ray?

e. Why does she bar her door?

f. What change of accent in line twenty four to give added emphasis?

g. Is the figure of line fifty-eight effective or not? And why.

h. Is the rhythmic movement of 1134-55 more or less rapid than 1-27? And should it be so or not?

i. Is this story, 34-55, told to make the diamonds fair or evil fated? And what does the fact that there were two brothers have to do with this?

j. What characteristic of the rivulet applies to the diamonds? 152.

k. And do you think the figure good or not? Why?

l. What alliteration do you detect in 1.89?

m. Do you understand that Guinevere is petulant in 1197-101 because she is displeased with Lancelot or because she is troubled in her own heart?

n. What may you know about Guinevere from the "little scornful laugh"?

o. Why does she say "he cares not for me"? And how has that affected her attitude towards him?

p. To what, by implication, does she liken Arthur in line 134? And is the implied figure good, direct and vivid, or not?

q. In this talk does Guinevere or Lancelot seem the nobler?

General questions on the complete *Idyll*:

a. How does the simplicity of Elaine's life affect our feelings for her in her declaration of love for Lancelot?

b. Does Tennyson in this, make choice of simply words or not?

c. What do you conceive is the effect of Elaine's death upon Lancelot?

d. Do you find that there are many or few pictures brought up in the mind in the course of the story?

e. Are they vivid or vague?

f. Are they produced with few or many words?

g. Where do you find one that seems especially effective?

h. Would you say that the diction is such as to suggest much or little to the imagination?

i. Does the verse seem to have color and feeling or is it cold? Etc.

Here follows a list of about sixty books.

BOTANY.

To lay out a course of study in any science, as botany, is a problem surrounded with difficulties by no means small. The subject is so large, so many sided, that the methods of approach are of necessity diverse. Professors of the science are in this particular by no means agreed and almost every prominent teacher of the subject has a method of his own. Text-books in elementary botany are many and varied—nearly all good, each in its way, and in its own field; so that it is hardly to be hoped, much less expected, that what may be said here will meet with such general approval as might be accorded for instance, to a similar outline in arithmetic or German. Furthermore the method of presenting the subject must be determined very largely by local conditions, not only of the teaching force, but of the natural surroundings. Botany by the Mississippi river, for example, might be one thing; in a prairie village quite another. Again, we must always have regard to the end in view. This is primarily the advantage of the pupil, his information as a possible citizen, and the botany we give him should have respect to this particular thing. This being admitted, it seems plain that any presentation of the science which leaves the pupil ignorant of his own environment and of his relations to the common plants about him, fails in just so far of the purpose for which botanic studies are offered in the common schools.

Once more, the character of work attempted must in some measure depend upon the time which may be devoted to the subject. The committee, however, has not had in mind in any case a course of more than one year.

Your committee is agreed that elementary botany should be largely that which is called structural. I should deal at first chiefly with the gross anatomy and make-up of our familiar plants, especially the common plants of the particular locality in question. The pupil should be taught to observe; his lessons to the very largest extent possible should be out of doors. He should learn the characteristics of various sorts of plants, their habits, their habitates, and the conditions under which they flourish. In doing this he should be taught to observe plants at all seasons and in all phases. The

second half of the school year, as now commonly divided, affords opportunity for doing this, as we have winter, spring and summer conditions within the interval named. The pupil must never be taught words and their definitions; this one fault of some otherwise excellent text-books. On the other hand the pupil must acquire his vocabulary naturally, that is as he needs it. By taking up the study of plants where they are and as they are, by cultivating plants in sand, by all inexpensive ways, the pupil will gradually come into possession not only of the leading facts as to the structure, or make-up, of the ordinary flowering plant, but will learn its principal activities as well. Some of our trees, fortunately some of the most common, afford excellent subjects for elementary botany study; they stand leafless with the sleep of winter, they break into bloom, they put forth their leaves, they grow in height, in thickness, they form their fruit, the fruit germinates and forms a new plant, all within the time limit we have supposed.

In addition to such work as this, some simple flowering plant may be studied when the time of flowering comes, — a *Trillium*, a *Ranunculus*; this to show to better advantage the perfection flowers attain in matter of color, size, odor and their relations to insects. In any event, whatever plants are studied, others of the same natural order should be presented at the same time or as soon thereafter as possible, in order that the pupil obtain some conception of the relationships of plants, their natural kinship and the signs by which such kinship is discovered or confirmed. Not only may plants be thus studied in groups as related to each other, but they should, where opportunity offers be studied as grouped in the field. Find out every plant growing spontaneously in some natural grove or thicket. It will be necessary now to name the plants. Either of the text-books named at the end of this report will suffice to make the first effort, which, in some cases, as of cryptogamous plants, will not descend to species at all but will simply specify groups. In this way it will appear that members of various natural orders are often more closely associated in the field than are the most closely related members of any one order, etc.

The utility of plants should be made a matter of investigation. Those that furnish food should be recognized and listed; those that furnish fuel, lumber, shelter; food for domestic animals; protection for the soil against water or wind; protection of water supply, as the rivulet or spring, the lake-shore; those that are useful for ornament to adorn our homes and farms. Such in general is the ground which, in the judgment of your committee, should be covered by one who essays to teach the science of botany in our public schools. We believe the work practicable, and we mean it to be practical. The course can be indefinitely extended. In schools fitted up with laboratories, microscopes, etc., the more minute anatomy of plants may be presented; plant-diseases may become a matter of investigation, but even such work must not be allowed to supersede that already outlined. If an entire year be given to the subject, it is better to begin the simpler structural work with the beginning of the school-year; depending on the use of dry or alcoholic material, or the investigation of the winter condition of buds and stems, or such work as the germination of seeds affords, to meet the demands of the non-growing season. The spring and early summer may then be given to acquiring a more perfect acquaintance with the flora of the

locality, and to the investigation of such problems in distribution and habit, in ecology, as the immediate region may suggest.

As elementary text-books your committee recommend Gray's School and Field-book, or Macbride's Elementary Lessons with Key. The latter book, especially, contains outlines for abundant work in harmony with the suggestions here made.

PHYSICAL TRAINING.

I. Things to be accomplished.

1. *Recreation.*—The actively working brain needs frequent resting so that worn-out tissue may be rebuilt. This re-creation can often be most effectively accomplished by a change to physical work rather than by enforced inactivity.

2. *Bodily Development.*—By systematic physical exercise the weak body can be made active and muscular. Suitable "body work" increases the functional activity of internal muscles and glands.

3. *Mental Development.*—By the use of moderately complex movements the pupil should be taught to use mind and body together. The will, too, is strengthened by suitable gymnastic drill. Care must be taken not to add such work to already over-burdened pupils. Complex or fatiguing work should be used only with the greatest caution.

4. *In General.*—Seek to promote the growth of physically perfect men and women.

II. Appliances.

1. *Apparatus*—Good results may be obtained without the use of apparatus. It is possible to give a lesson in "free hand," one that brings into play all of the muscles of the body with no apparatus whatever. Many exceedingly beneficial exercises may be taken while seated. If the means are at hand to procure apparatus, dumb bells, wands, and Indian clubs, in the order named, are the most profitable.

2. *Space.*—The lesson outlined below may be given with only the space afforded by the aisles between the desks. It is of the greatest importance to have the room well ventilated and free from dust.

3. *Music.*—Good music as an occasional accompaniment to exercise is a valuable addition. It is not necessary, however. When movements are executed rhythmically the teacher may count.

III. Qualifications necessary for good teaching.

1. An intimate personal knowledge of the pupil is necessary—his ability to resist fatigue, his mental temperament and his bodily defects. This knowledge is possible only for the grade teacher herself,—considering now large town and city schools. The history of gymnastics in the schools seems to indicate that it is unwise to hire a special teacher of physical training who shall give lessons in each room. In the high school it is well to depute some teacher, who seems the best fitted by nature, to undertake the direction of physical exercise. Her own ingenuity and such special training as she can secure will enable her to devise work that will be of great value to the pupils.

2. The teacher should be acquainted with the fundamental principles of physiology and hygiene, and especially with the physiological effects of

exercise. Short talks on matters of personal hygiene will interest the pupil in the case of his own body.

IV. *A Typical Lesson in Freehand for Beginners.*

Lesson One.

1. Order exercises; attention, arms out, front, up.
2. Leg: Rising on tiptoe. 16.
3. Neck: Clasp hands back of head and bend head backward against resistance. 8.
4. Arm: With arms out, clinch fist, then flex arms at the elbow. 16.
5. Balancing: Toe stand.
6. Shoulders: Arms front, to out. 16.
7. Waist: Hands on hips, bend body to right and left. 12.
8. Back: Bend body to front. 16.
9. Heart and Lungs: Hopping on right foot, 24; left, 24.
10. Breathing: Arms up as lungs are inflated, down as they are deflated. 8.

V. *Methods of Teaching.*

(a) Indoor exercise.

1. *Explanatory of above Lesson.*—The order of arrangement of these exercises is based on physiological principles. This order should be maintained in all lessons. A great variety of lessons is still possible, all following this general arrangement. The figures following each exercise are the counts given to each. The number of counts may be varied to suit circumstances. Commands should be imperative. Accent the last word of command, as: Arms *up*, or Raise the arms on counts, *Begin*.

2. Position. The teacher should insist on a good position, chest raised, hips well back, weight on the balls of the feet. These are the important points in standing. Care should be taken to seat the pupils properly. A few minutes daily work in calisthenics can not be expected to overcome the bad effects of a faulty position during the rest of the day.

3. Dress. The dress must be loose fitting to give opportunity for growth and movement.

4. Manuals. These are abundant. Care should be taken to procure something simple and logical. Proceed slowly to movements a little more complex as your pupils and yourself become better prepared for them. Jessie E. Bancroft's "Freehand Gymnastics" and "Sight apparatus Gymnastics" are excellent for grade teachers. From the simple movements described and illustrated in W. G. Anderson's "Gymnastic Nomenclature" combinations of any desired complexity can be built.

5. Calisthenics may become dry and uninteresting. Rely on them only as an alternative with out of door exercises frequently. Become interested yourself and your interest will be communicated to your pupils.

(b) Out door exercise:

1. It is a mistake to think that gymnastics can ever take the place of outdoor exercise. Play is all important for the young child. He is only happy when active, and his activity is most beneficial when it is of the spontaneous, involuntary sort, and when taken out of doors.

The teacher should share in recreation. She may supervise and even join in the play without endangering her dignity.

Finally, we do not contend that a teacher can become an expert instructor of gymnastics in a few months. But she can do something at once; something that will be valuable for her pupils and that will aid her in her work as well. Many difficulties will be encountered but these are in the main more formidable in appearance than in reality. The end is worthy of the most painstaking effort.

GREEK IN THE HIGH SCHOOL.

I. Preliminary Statement.

The common arrangement of high school courses under present day conditions, proposes, as most conducive to the attainment of all the various ends in view, Latin as a central language study, to be continued throughout the four years. As contributory to the aims of high school training, it is also proposed to offer for the last two years of the course as an optional study a second foreign language. This language may be Greek, German or French. The natural tendency will be to select a modern language from this optional group of studies, on the ground that as one ancient language, Latin, has already been taken, no adequate reason can be assigned for introducing a second one into the high school course. The decision of this matter affirmatively or negatively will depend upon the circumstances bearing upon the individual cases. It is never wise to assert dogmatically that Greek *should* or *should not* be taught in the high school. If taught properly it has great and distinct educational value, and no pains should be spared in defining this value in those schools where an option is offered in its favor.

II. The Justification of Greek.

Greek is peculiarly an original language in the sense that it stands chronologically at the head of the literary languages of the world, and contains in itself the first types of the most distinctive and fundamental forms, particularly epic and lyric poetry, tragedy, comedy, and artistic prose in history, oratory and philosophy.

These are not imperfect types but, compared with those produced in subsequent times in the most cultivated languages, are found to stand as models of perfection and to furnish inspiration for much of the great literature of the world.

The history of what is distinctively our world begins with the people who used the Greek language. The New Testament is written in Greek.

The spirit of democracy and of intellectual freedom is in the Greek language, and in these respects it is much nearer to the spiritual life of the American people than Latin. In these respects it will also bear scrutiny in comparison with modern languages.

It is the language that was spoken by one of the most original and creative people that ever lived and through it has come contributions of inestimable value to the life and thought of the modern world.

The study of a language having so many claims to pre-eminence, and having in it so much that is fundamental, has a distinct value from a pedagogical point of view which ought not to escape the notice of those who insist on the modern or scientific spirit in education.

It may be well in leaving this branch of the subject to call attention to the fact that there is a well marked tendency in the secondary schools to

study one ancient and one modern language if two languages are offered. In such cases Latin is almost universally chosen. If this tendency develops into distinct educational policy, then it may well be questioned whether the one ancient language should be Latin rather than Greek, and whether the philological eminence of Latin should have such undue weight in settling a question so important for the intellectual life of coming generations.

III. The first Requisite.

The first requisite for successful work in Greek is adequate understanding of the subject on the part of the teacher. It may be said that this is true of every subject; it is pre-eminently true of this. Greek must secure recognition if at all, by its own intrinsic merits. The indirect and incidental support that Latin, or mathematics, or modern languages, or science has, it does not have. To receive attention it must be presented by some one who knows something of its real value and vital significance. The weary road through the Greek declension and conjugation must be relieved by the systematic and appreciative understanding of the teacher, if the pupil is to persevere with a proper degree of enthusiasm. Immature work in the Greek class room will destroy interest at the most important time. The teacher who takes a class through one year of Greek study without giving him more glimpses of the more pleasing prospects beyond, is a failure as a teacher of Greek.

IV Time to be Devoted to Greek.

Given a competent teacher the consideration of second importance is the time to be devoted to the study. The course of study proposed in connection with this Manual assigns the second language to the third and fourth years. If any satisfactory results are to be secured in this length of time, there should be five recitation periods a week of not less than forty-five minutes each. Better results would be secured in a one hour period. In two years under such circumstances a properly qualified teacher can prepare a pupil for admission to the majority of our colleges and to all of them with entrance conditions of no great difficulty. There should be no attempt to "cram" or "force," but rather there should be a normal advance according to the average ability of the class. Any college would prefer a pupil "under conditions," because less than the full requirement had been completed, but with intelligent understanding of the work already done, to one hastily and superficially forced over a larger amount. For example, it is more desirable that a pupil be able to read easy Greek readily than that he be able to "pass" on the speeches of Xenophon, as a result of special cramming. The only criterion of successful work is the actual understanding of the pupil.

V. Essentials for Ability to Read Greek.

In an elementary Greek course one fundamental object should be constantly before the mind of the teacher, namely, to teach his pupils to read. Contributory to this are three essentials: 1. A knowledge of inflectional forms; 2. A knowledge of words (vocabulary); 3. A knowledge of the grammatical structure of the average Greek sentence (syntax). These three things are "essentials" only as far as they contribute to reading ability. Too often they receive the predominant share of the attention, while the one fundamental aim is almost lost to view.

VI. Inflectional Forms,

The constantly recurring inflectional forms should be thoroughly mastered, gradually, as they occur in the lessons and paradigms. As far as possible this work should be correlated to the reading and writing of Greek. Nothing is so unpalatable and unprofitable as the mere memorizing of forms out of relation to any vital structure. Whenever it is necessary to insist on this haste should be made to illustrate the functional power of the dead forms by copious reading and writing exercises. Indiscriminate memorizing of forms is pernicious and will defeat its own end. Nothing said in this connection is to be construed as underrating the importance of knowing the inflectional forms. This knowledge is fundamental, but the memorizing of forms is never to be substituted for the practical understanding which comes only through work with the Greek sentence. In class drill care should be taken to discriminate between common forms and those little used.

VII. Vocabulary.

The acquiring of a vocabulary is a very important problem and it should be approached in a rational and practical manner. To commit to memory words will not answer the requirements. More important it is to memorize words in their relations in the Greek sentence so that with the vocabulary there may come to the learner something of the peculiar genius of the language. In the Greek lessons a large majority of the words used in the *Anabasis* should become very familiar. To note how readily this may be done the following words are quoted from the preface of a well known beginner's book: "In the eleven lessons one hundred and sixty-five words are used. One hundred and thirteen are nouns, twenty-six are verbs. These nouns occur in the *Anabasis* over thirty-five hundred times. The verbs occur more than twenty-two hundred times." It is true that the Greek vocabulary is very copious, but one may read the language with a surprising degree of ease and pleasure with a comparatively limited stock of words at command. Reading Greek aloud by the pupil, listening to it read by the teacher, memorizing sentences and select passages, oral exercises varied to suit the circumstances, retranslating, written exercises, all these devices will aid in acquiring a vocabulary, but none of them, or all of them together; will compensate for copious reading of simple Greek prose.

VIII. Grammatical Relations.

The third point to be emphasized, a knowledge of grammatical relation, is not to be considered apart from the others, but is to be carefully united with them, in such a way that gradually the essential principles become well fixed in mind: Reviews should be frequent, and attention should be constantly called to passages already passed over in which there are points affording comparison with those in current exercises.

IX. Greek Prose Composition.

An invaluable help in all the points mentioned is Greek composition used constantly and judiciously. No definite rules can be given as to the best plan for conducting this exercise. If there is sufficient blackboard space a few illustrative exercises might be put upon the board each day as a part of the regular lesson. This will often prove better than a set exercise once a

week even after the pupil has laid aside the first book for the *Anabasis*. It has less the appearance of a "grind" and will, if rightly conducted, contribute most effectively toward the mastery of the work in hand. Oral and written exercises in retranslation should be frequent. Impromptu exercises are likely to be more helpful than those prepared outside of the class, because they exercise to a greater degree the pupil's mental independence and remove the possibility of reliance upon others.

X. Sight Reading.

Sight reading should be provided from the beginning, and should be practiced even if there are but a few moments for it. In no other way can the teacher so well get an insight into the difficulties that beset the student and in no other way will the student himself learn so well to make practical application of the facts and principles which he is acquiring so rapidly. In all tests and examinations passages previously unseen should be chiefly used, so that the student may learn at once that an independent knowledge of Greek is the aim in view, rather than a superficial ability to read a certain number of pages of a given text.

XI. Reading Books.

A reading book should be in the hands of the pupil at the earliest practicable moment. Fortunately the best elementary books now introduce connected reading exercises from the first. Among such books are White's *First Greek Book* (Ginn & Company) and Forman's *Greek Lessons* (Harper Company). Moss' *First Greek Reader* is an excellent book for high school use.

XII. The Anabasis.

The *Anabasis* should be introduced as early in the course as possible. After this is done a part of the time should be devoted to a careful study of the text, and a part of it to more rapid reading. About two books should be subjected to careful analysis and study. An attempt should be made to read at least two books more rapidly. The two methods should be used in conjunction so that the tedium of the slower process may be constantly relieved by the foretaste given by the more rapid reading, of the real end in view. The teacher can often gain much time and create great enthusiasm for this work by suggesting in advance the solution of some of the more troublesome difficulties.

XIII. Homer.

The last part of the second year may be profitably devoted to Homer, provided the work of the preceding year and a half has secured in reasonable degree the desired results. Under the direction of a skillful teacher at least two books of Homer may be studied and the student given something of an insight into the real greatness and lasting value of the Greek epic. If this be done the enlargement of view that will accrue to him as a consequence will be an adequate compensation for any labor that may have been bestowed upon Greek, and in the life of any youth of average ability it will prove a practical thing, whether he continues his work as a student or not.

CONCERNING ACCREDITED HIGH SCHOOLS.

I. Rules Governing the Accrediting of High Schools.

High schools meeting the following conditions may, on vote of the committee on secondary school relations, representing the college department of the Iowa State Teachers' Association, be accredited as affording their graduates full preparation for *one or more* college courses; and graduates of such schools will be admitted without conditions or examinations (except in certain subjects, e. g. English, as provided in the catalogues of the several colleges) to such college courses of study as their high school studies have prepared them to enter; provided they present certificates signed by the superintendent of schools or the principal of the high school, specifying in detail the amount and character of their preparatory work, as shown by the branches of study pursued, the length of time spent upon each, the ground covered in each, the text-books used, and the average standing attained, and specifically recommending the applicant as of good moral character, studious habits, and, judging from the previous records, able to carry on college work successfully.

1. The course of study must be not less than four years of thirty-six weeks each in length, following an elementary course no less than eight (8) years of thirty-six weeks each in length.

2. The course of study must require of each pupil not more than four recitations daily.

3. The entire time of at least three teachers must be given to instruction in high school branches.

4. The quality of the instruction given and the character of the text-books used must be approved by the committee on secondary school relations. The present officers of this committee are: Chairman, President J. H. T. Main, Grinnell, Iowa; secretary, Prof. Thomas Nicholson, Mount Vernon, Iowa. The names of the committee in full will be found each year in the report of the Iowa State Teachers' Association, college department.

5. Schools seeking considerable credit in science must demonstrate their ability to do successful laboratory work.

6. Schools seeking considerable credit in history and English must give evidence of a special library equipment for teaching these branches.

High schools maintaining courses of study less than four years in length, and employing less than three teachers, may by vote of the committee on secondary school relations, be accredited as affording their graduates *partial* preparation for *one or more* college courses, provided they meet the following conditions:

1. The course of study must be the equivalent of at least one year of thirty-six weeks in length, following an elementary course of not less than eight years of thirty-six weeks each in length.

2. The course of study must require of each pupil not more than four recitations daily.

3. The entire time of at least *two* teachers for a *three-year* course, the entire time of at least *one* teacher with *half time* of another teacher for a *two-year* course, and the entire time of at least *one* teacher for a *one-year* course, must be given to instruction in high school branches.

4. The quality of the instruction given and the character of the text-books used must be approved by the committee on secondary school relations.

5. Schools seeking considerable credit in science must demonstrate their ability to do successful laboratory work.

6. Schools seeking considerable credit in history and English must give evidence of a special library equipment for teaching these branches.

Private academies, seminaries, normal schools, or other secondary schools, meeting the conditions mentioned above, or their equivalent, may be accepted on the same basis as high schools.

The colleges composing the college department of the state association are: the State university; Cornell; Iowa college (Grinnell); State agricultural college, (Ames); Upper Iowa university; Iowa Wesleyan (Mount Pleasant); Parsons; Penn; Drake; Western; Des Moines college; Luther, Simpson; Tabor; Coe.

These have uniform entrance requirements, with very slight exceptions. Every school on the accredited list can thus enter its students in some one or more of the courses of each of these institutions.

II. How a High School May Become Accredited.

1. Either the superintendent of schools, the principal of the high school or an officer of the board of education, may make application that a high school be accredited.

2. Either should write for the necessary application and report blank to the secretary of the committee on secondary school relations, or to the professor of the science and art of teaching of the state university, who is also the official recorder of the committee on secondary school relations representing the college department. The present secretary of the committee is Prof. Thomas Nicholson, Cornell college, Mount Vernon, Iowa.

3. This blank should be signed by the president and the secretary of the board of education, the superintendent of schools, and the principal of the high school. Full and detailed information concerning the teachers, pupils, and material equipment of the high school should be given, according to the outlines given in the blank.

4. This application and report should be forwarded to the professor of the science and art of teaching in the state university of Iowa, or to the secretary of the committee on secondary school relations, as under 2 above.

5. There should be forwarded along with the application and report *two* copies of the high school courses of study, *corrected to date*.

6. An analysis of the courses of study will be made in the office of the official recorder of the committee on secondary school relations, in such a way as to show their relation to the minimum requirements for admission to college; and a copy of the analysis will be sent to the superintendent or principal at once.

7. After the high school shall have been duly inspected, and after the inspector's report, together with the analysis of the courses of study, shall have been submitted to the committee on secondary school relations, the committee will accredit the school, if it shall appear that the conditions required shall have been met.

8. The committee desires to receive annually from accredited schools full reports as to teachers, pupils, courses of study, and material equipment in text-books, library, apparatus, and buildings, and to this end report blanks will be sent to each accredited school each year shortly after the opening of

the school year, from the recorder's office at the State University. Further inquiries will receive prompt attention, as will also any correspondence relating to possible changes in or adjustment of courses of study looking toward the accrediting of any given school if the correspondence is directed to the chairman of the committee on secondary schools, Prof. J. H. T. Main, Iowa College, Grinnell, the secretary of said committee, Prof. Thomas Nicholson, Cornell College, Mount Vernon, Iowa, or to the Professor of Pedagogy of the State University, Iowa City.

CHAPTER X.

ACCREDITED HIGH SCHOOLS.

COURSES OF STUDY TABULATED.

FULLY ACCREDITED LIST.

PARTIALLY ACCREDITED LIST.

ACCREDITED HIGH SCHOOLS.

TABULATION OF COURSES OF STUDY OF THE HIGH SCHOOLS ACCREDITED TO THE COLLEGES OF THE COLLEGE DEPARTMENT OF THE I. S. T. A., 1900.

The Committee herewith presents its report for the year 1900. The schools named in Group 1 below are accredited as making preparation for entrance to college in one or more courses. The Committee calls the special attention of registrars and college faculties to the following points:

READ CAREFULLY.

1. Notice that all the schools in Group 1 do not have courses admitting to all the college courses. Some schools have work sufficient to admit them only to the Scientific or Letters course and by reason of having less than the required language their students are admitted to the Classical and Philosophical courses with language conditions.

2. Note that it is not an infrequent thing for schools to graduate students who have completed less than the course laid down on paper and submitted to the Committee.

3. In view of these facts let registrars note the following clause from the report of this Committee which has twice been unanimously adopted by the College Department of the State Teachers' Association: "*A mere certificate of graduation is not to be received by any college as proof that the student has completed all the studies of the course. If this be presented there must also be shown, in addition, a detailed statement signed by the principal or other trustworthy officer, of the work actually done, including the texts studied, the time spent upon each subject, the grades received, and other proper information.*" Will registrars be particular to observe this rule. This is the purpose of furnishing full tabulation. Compare certificates presented to you with the work here detailed as that upon which the school was accredited. Please report promptly to the Committee any schools whose students are found to come with certificates of graduation and yet with detailed statements of work which show that the full course is not taught or required. *Do not admit any pupil to the Freshman class simply because the name of the school from which he comes appears on the accredited list.* The laborious work of making the tabulation herewith presented and the expense of printing it is all undertaken that you may have exact data on which to check up these things and thus protect yourself.

4. Note that the tabulation in the first set of studies shows the amount of time actually spent in the high school on each subject. That in the second or last set of columns shows the amount of credit actually given for this work. The difference arises from such causes as spending more time than is necessary on a subject:—for instance, two full years on Algebra when the work covered is only that which should be done in one and one-half years; having work in some of the subjects which properly belongs to the grammar grades, having superfluous work not considered by the persons who visited the school and by the detailed statements of work furnished to the Committee by the principal or school board as of strictly high school grade or character.

5. Please keep a record of the schools whose students frequently fail in the advanced work to which they are admitted. Have the kindness to report promptly to the Committee schools from whom you receive any considerable number of students manifestly weak in scholarship. Should you find that the school at "A" continually sends you students deficient in Latin or in Mathematics or particularly in English, you should confidentially put the Committee in possession of the facts and the particular points of weakness discovered, that the school may be informed of its deficiency and required to strengthen the weak places. It is the purpose to drop such schools from the list, if they do not improve after a sufficient time has been given for said improvement.

6. It has been suggested that since many schools fill their courses by allowing students to do the last year of Latin, outside of school, reciting once a week to the principal; in some cases studying up the work in absentia and passing it by examination; and other such devices; as far as possible class officers should ascertain when the student presents himself, how much of his work has been done in actual bona fide class work, and where all the work has not been thus performed, a special minute should be made and the record of said student scrutinized with special care. Failures following such work should promptly relegate the student for review in these branches and such failures should be reported to the Committee, that the schools may be informed of the necessity of furnishing proper teaching force in such departments or withdrawing from our accredited list.

7. Any other points discovered by class officers which would be of value to the Committee should be reported. All suggestions will be thankfully received. It is the purpose of the Committee to be absolutely fair to all parties concerned, but at the same time to protect the colleges on the one hand and aid the high schools to come up to the proper standard on the other.

8. In column, "No. of recitations daily," the range is from $3\frac{1}{2}$ to $4\frac{1}{2}$. The fractions could not be inserted in the column.

The work is respectfully submitted by the Committee:

Charles O. Denny, Chairman,

Thomas Nicholson, Secretary,

J. J. McConnell,

W. A. Heidel, for J. H. T. Main,

R. C. Hughes,

Charles Eldred Shelton.

FULLY ACCREDITED LIST.

GROUP 1.	TEACHERS.										NO. OF TERMS' WORK ACCREDITED.										NO. TERMS' WORK IN COURSE.										
	No. prepar'd in					No. of Reg. H. S. Teachers.	No. of Special Teachers.	No. Teachers below H. S.	Greek	Latin	French.	German.	English Literature.	History, Civics.	Algebra.	Geometry.	Science.	Miscellaneous.	Total.	Greek	Latin	French.	German.	English.	Literature.	History, Civics.	Algebra.	Geometry.	Science.	Miscellaneous.	Total.
	Graduate	Non-G.	College or University	State Normal School	High School or Academy																										
Date of Application.	Date of Course of Study.	No. Years in Course.	No. Weeks in Year.	Date of Last Inspection.																											
10-99-99-00	4-99-00	4	364	12-97	2	3	1	1	2	4	4	11	12	12	12	12	6	1	36	12	12	6	3	9	8	10	5	7	1	48	
10-99-99-00	4-99-00	4	364	12-98	2	3	1	1	2	4	4	11	12	12	12	12	6	1	36	12	12	6	3	9	8	10	5	7	1	48	
10-99-99-00	4-99-00	4	364	5-98	3	1	1	1	4	4	11	6	5	5	6	6	4	2	33	12	12	6	3	9	8	10	5	7	1	48	
12-99-99-00	4-99-00	4	364	3-97	4	1	1	1	4	4	17	6	5	5	6	6	4	2	34	12	12	6	3	9	8	10	5	7	1	48	
12-99-99-00	4-99-00	4	364	3-97	4	1	1	1	4	4	17	6	5	5	6	6	4	2	34	12	12	6	3	9	8	10	5	7	1	48	
12-99-99-00	4-99-00	4	364	2-99	4	1	1	1	5	5	9	6	6	6	6	6	4	2	35	12	12	6	3	9	8	10	5	7	1	48	
11-99-99-00	4-99-00	4	364	5-98	2	1	1	1	3	3	10	5	6	6	6	6	4	2	36	12	12	6	3	9	8	10	5	7	1	48	
2-00	4-99-00	4	364	3-99	2	2	2	2	4	4	11	5	6	6	6	6	4	2	37	12	12	6	3	9	8	10	5	7	1	48	
10-99-99-00	4-99-00	4	364	3-99	4	2	2	2	7	7	11	5	6	6	6	6	4	2	38	12	12	6	3	9	8	10	5	7	1	48	
10-99-99-00	4-99-00	4	364	3-97	2	1	1	1	3	3	8	5	6	6	6	6	4	2	33	10	10	6	4	6	4	6	4	6	4	48	
10-99-99-00	4-99-00	4	364	3-98	2	1	1	1	3	3	6	6	5	5	5	5	4	2	33	10	10	6	4	6	4	6	4	6	4	48	
11-99-99-00	4-99-00	4	364	11-98	2	1	1	1	11	11	12	5	6	6	6	6	4	2	37	10	10	6	5	5	5	5	5	5	5	48	
10-99-99-00	4-99-00	4	364	9-94	3	2	2	2	5	5	20	6	6	6	6	6	4	2	43	11	11	6	6	6	6	6	6	6	6	48	
10-99-99-00	4-99-00	4	364	9-94	11	3	3	3	17	17	115	6	6	6	6	6	4	2	43	11	11	6	6	6	6	6	6	6	6	48	
10-99-99-00	4-99-00	4	364	5-97	1	1	1	1	5	5	24	6	6	6	6	6	4	2	27	12	12	6	6	6	6	6	6	6	6	48	
10-99-99-00	4-99-00	4	364	11-99	5	1	1	1	6	6	20	6	6	6	6	6	4	2	35	9	9	6	6	6	6	6	6	6	6	48	

FULLY ACCREDITED LIST—CONTINUED.

GROUP I.	Date of Application.	Date of Course of Study.	N. Years in Course	No Weeks in Year.	No Recitations Daily.	Date of Last Inspection.	TEACHERS.						NO. OF TERMS' WORK ACCREDITED.													NO. TERMS' WORK IN COURSE.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
							No. prepared in						No. Reg. H. S. Teachers.	No. of Special Teachers.	No. Teachers below H. S.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
							Graduate, College or University.	Graduate, State Normal School.	Graduate, High School.	Non-G. or Academy.	Others.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
44	Greene.....	Lat	10-99	99-00	4	2-97	1	1	1			3	3	6																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									</

FULLY ACCREDITED LIST—CONTINUED.

GROUP I.	Date of Application.	Date of Course of study.	No. Years in Course.	No. Weeks in Year.	No. Recitations Daily.	Date of Last Inspection.	TEACHERS.										NO. OF TERMS' WORK ACCREDITED.										NO. TERMS' WORK IN COURSE.									
							No. prepar'd in					No. of Reg. H. S. Teachers.					Total.										Total.									
							College or University.	State Normal School.	High School.	Non-G. or Academy.	Others.	No. of Special Teachers.	No. of Teachers below H. S.	Greek.	Latin.	French.	German.	English Literature.	History, Civics.	Algebra	Science.	Miscellaneous.	Greek.	Latin.	French.	German.	English.	Literature.	History, Civics.	Algebra	Geometry.	Science.	Miscellaneous.	Total.		
93 Sioux City, Ia. Lat. Sc.	10-99	99-00	48	36	37	13	13	13	2	136	12	12	6	4	4	3	9	1 1/2	40	6	12	8	4	4	3	4 1/2	9	1 1/2	42							
94 Spencer, Ia. Lat. Ger.	10-99	99-00	48	36	37	13	13	13	2	136	12	12	6	4	4	3	9	1 1/2	40	6	12	8	4	4	3	4 1/2	9	1 1/2	42							
95 Storm L. Lat. Sc.	10-99	99-00	48	36	37	13	13	13	2	136	12	12	6	4	4	3	9	1 1/2	40	6	12	8	4	4	3	4 1/2	9	1 1/2	42							
96 Stuart, Ia. Eng. Sci.	10-99	99-00	48	36	37	13	13	13	2	136	12	12	6	4	4	3	9	1 1/2	40	6	12	8	4	4	3	4 1/2	9	1 1/2	42							
97 Taylor's Tp. Lat. Sc.	10-99	99-00	48	36	37	13	13	13	2	136	12	12	6	4	4	3	9	1 1/2	40	6	12	8	4	4	3	4 1/2	9	1 1/2	42							
98 Taylor's Tp. Eng.	10-99	99-00	48	36	37	13	13	13	2	136	12	12	6	4	4	3	9	1 1/2	40	6	12	8	4	4	3	4 1/2	9	1 1/2	42							
99 Traer Lat. Sci.	10-99	99-00	48	36	37	13	13	13	2	136	12	12	6	4	4	3	9	1 1/2	40	6	12	8	4	4	3	4 1/2	9	1 1/2	42							
100 Villisca, Ia. Eng.	10-99	99-00	48	36	37	13	13	13	2	136	12	12	6	4	4	3	9	1 1/2	40	6	12	8	4	4	3	4 1/2	9	1 1/2	42							
101 Vinton, Ia. Eng.	10-99	99-00	48	36	37	13	13	13	2	136	12	12	6	4	4	3	9	1 1/2	40	6	12	8	4	4	3	4 1/2	9	1 1/2	42							
102 Washington, Ia. Lat.	10-99	99-00	48	36	37	13	13	13	2	136	12	12	6	4	4	3	9	1 1/2	40	6	12	8	4	4	3	4 1/2	9	1 1/2	42							
103 Waterloo E. Lat.	10-99	99-00	48	36	37	13	13	13	2	136	12	12	6	4	4	3	9	1 1/2	40	6	12	8	4	4	3	4 1/2	9	1 1/2	42							
104 Waterloo W. Eng.	10-99	99-00	48	36	37	13	13	13	2	136	12	12	6	4	4	3	9	1 1/2	40	6	12	8	4	4	3	4 1/2	9	1 1/2	42							
105 Waukon, Ia. Lat.	10-99	99-00	48	36	37	13	13	13	2	136	12	12	6	4	4	3	9	1 1/2	40	6	12	8	4	4	3	4 1/2	9	1 1/2	42							
106 Waverly, Ia. Eng.	10-99	99-00	48	36	37	13	13	13	2	136	12	12	6	4	4	3	9	1 1/2	40	6	12	8	4	4	3	4 1/2	9	1 1/2	42							
107 Webster City, Ia. Eng.	10-99	99-00	48	36	37	13	13	13	2	136	12	12	6	4	4	3	9	1 1/2	40	6	12	8	4	4	3	4 1/2	9	1 1/2	42							
108 W. Liberty, Ia. Lat.	10-99	99-00	48	36	37	13	13	13	2	136	12	12	6	4	4	3	9	1 1/2	40	6	12	8	4	4	3	4 1/2	9	1 1/2	42							

PARTIALLY ACCREDITED LIST.

GROUP II.	TEACHERS.										NO. OF TERMS' WORK ACCREDITED.											NO. TERMS' WORK IN COURSE.										
	No. prepared in					No. of Reg. H. S. Teachers	No. of Special Teachers	No. of Teachers below H. S.	Greek.	Latin.	French.	German.	English Literature.	History, Civics.	Algebra.	Geometry.	Science.	Miscellaneous.	Total.	Greek.	Latin.	French.	German.	English.	Literature.	History, Civics.	Algebra.	Geometry.	Science.	Miscellaneous.	Total.	
	Graduate	Non-Graduate	University	State Normal	High School																											
1 Adair.....	1	1	1	1	1	3	2	4	6	.....	5	5	5	4	4	4	4	4	37	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2 Allerton.....	1	1	1	1	1	3	2	7	9	.....	4	2	4	4	4	4	4	4	40	.....	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3 Anita.....	1	1	1	1	1	3	2	7	9	.....	4	2	4	4	4	4	4	4	40	.....	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4 Audubon.....	2	1	1	1	1	3	3	8	9	.....	5	5	4	4	4	4	4	4	40	.....	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5 Avoca.....	1	1	1	1	1	3	3	9	11	.....	6	5	4	4	4	4	4	4	40	.....	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6 Bloomfield.....	1	1	1	1	1	3	2	10	11	.....	6	5	4	4	4	4	4	4	40	.....	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7 Brighton*.....	1	1	1	1	1	3	2	10	11	.....	6	5	4	4	4	4	4	4	40	.....	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8 Belle Plaine*.....	1	1	1	1	1	3	2	10	11	.....	6	5	4	4	4	4	4	4	40	.....	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9 Capital Park.....	2	1	1	1	1	3	2	10	11	.....	6	5	4	4	4	4	4	4	40	.....	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10 Charter Oak*.....	1	1	1	1	1	3	2	10	11	.....	6	5	4	4	4	4	4	4	40	.....	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
11 Clearfield.....	1	1	1	1	1	3	2	10	11	.....	6	5	4	4	4	4	4	4	40	.....	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12 Clearfield.....	1	1	1	1	1	3	2	10	11	.....	6	5	4	4	4	4	4	4	40	.....	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
13 Clear Lake.....	1	1	1	1	1	3	2	10	11	.....	6	5	4	4	4	4	4	4	40	.....	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
14 Colfax.....	1	1	1	1	1	3	2	10	11	.....	6	5	4	4	4	4	4	4	40	.....	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
15 Correctionville*.....	1	1	1	1	1	3	2	10	11	.....	6	5	4	4	4	4	4	4	40	.....	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
16 Corydon.....	1	1	1	1	1	3	2	10	11	.....	6	5	4	4	4	4	4	4	40	.....	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
17 De Witt.....	1	1	1	1	1	3	2	10	11	.....	6	5	4	4	4	4	4	4	40	.....	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
18 Dsart.....	1	1	1	1	1	3	2	10	11	.....	6	5	4	4	4	4	4	4	40	.....	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
19 Eldon.....	1	1	1	1	1	3	2	10	11	.....	6	5	4	4	4	4	4	4	40	.....	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
20 Elkader.....	1	1	1	1	1	3	2	10	11	.....	6	5	4	4	4	4	4	4	40	.....	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

PARTIALLY ACCREDITED LIST.

GROUP 11.	Date of Application.	Date of Course of Study.	No. Years in Course.	No. Weeks in Year.	No. Recitations Daily.	Date of Last Inspection.	TEACHERS.										NO. OF TERMS' WORK ACCREDITED.										NO. TERMS' WORK IN COUNSP.															
							No. prepar'd in										Total.										Total.															
							Grad'te.	Non-G.	College or	University.	State Normal	Non-G.	High School	Non-G.	or Academy.	Others.	No. of Reg. H. S. Teachers.	No. of Special Teachers.	No. Teachers below H. S.																							
							Grad'te.	Non-G.	College or	University.	State Normal	Non-G.	High School	Non-G.	or Academy.	Others.	No. of Reg. H. S. Teachers.	No. of Special Teachers.	No. Teachers below H. S.																							
16	Sac City*	Lat	1-00	99-00	4	364	2-99	2	1	1	1	1	1	1	1	2	3	4	8	Greek.	Latin.	French.	German.	English Literature.	History, Civics.	Algebra.	Geometry.	Science.	Miscellaneous.	Total.	Greek.	Latin.	French.	German.	English.	Literature.	History, Civics.	Algebra.	Geometry.	Science.	Miscellaneous.	Total.
57	Shelby	Eng.	11-00	99-00	4	364	2-99	1	1	1	1	1	1	1	1	2	3	4	8		9									35½		9									4½	47½
58	Shell Rock.	Lat.	11-00	99-00	3	364	2-97	1	1	1	1	1	1	1	1	2	2	4	4		6									31½		6									4½	37
59	Sioux Rapids	Eng.	2-00	99-00	4	364	1-98	2	2	2	2	2	2	2	2	2	2	6	6		3									30½		3									7½	48
60	Springdale.	Sci.	11-00	99-00	3	364	1-98	1	1	1	1	1	1	1	1	2	2	5	5		9									34		9									11½	48
61	Springville.	Eng.	10-00	99-00	3	364	1-98	1	1	1	1	1	1	1	1	2	2	9	9		9									38		9									11½	48
62	State Center	Lat.	1-00	99-00	3	364	1-98	1	1	1	1	1	1	1	1	2	2	9	9		9									34		9									11½	48
63	Tabor*	Lat.	1-00	99-00	3	364	1-98	1	1	1	1	1	1	1	1	2	2	9	9		9									34		9									11½	48
64	Tama City*	Lat.	2-00	99-00	4	364	12-07	1	1	1	1	1	1	1	1	2	2	9	9		9									34		9									11½	48
65	Victor	Lat.	2-00	99-00	4	364	12-07	1	1	1	1	1	1	1	1	2	2	9	9		9									34		9									11½	48
66	Wapello	Lat.	10-00	99-00	3	364	12-08	1	1	1	1	1	1	1	1	2	2	9	9		9									34		9									11½	48
67	West Union	Lat.	11-00	99-00	3	364	12-08	1	1	1	1	1	1	1	1	2	2	9	9		9									34		9									11½	48
68	Wilton	Eng.	11-00	99-00	3	364	12-08	1	1	1	1	1	1	1	1	2	2	9	9		9									34		9									11½	48
69	Winfield	Eng.	9-00	99-00	3	364	12-08	1	1	1	1	1	1	1	1	2	2	9	9		9									34		9									11½	48
70	Calh'n Co. Lat. Pr.	Lat.	11-00	99-00	4	364	12-08	1	1	1	1	1	1	1	1	2	2	9	9		9									34		9									11½	48
71	Norfolk School Sci.	Sci.	9-00	99-00	4	364	12-08	1	1	1	1	1	1	1	1	2	2	9	9		9									34		9									11½	48
72	Hawarden N. Sc.*	N. Sc.*	9-00	99-00	4	364	12-08	1	1	1	1	1	1	1	1	2	2	9	9		9									34		9									11½	48
73	Nora Sp'ge Sem.	Sem.	9-00	99-00	4	364	12-08	1	1	1	1	1	1	1	1	2	2	9	9		9									34		9									11½	48

*Complete data for tabulation not at hand.

† Plus.

Note. — St. Ansgar Seminary should be added to the fully accredited list.

CHAPTER XI.

REPORTS FROM COUNTY SUPERINTENDENTS

THE EDUCATIONAL OUTLOOK.

REPORTS FROM COUNTY SUPERINTENDENTS.

THE EDUCATIONAL OUTLOOK.

In order that we might set forth the educational work of each county, the opening year of the new century, a request was made to the county superintendents for a statement of not more than five hundred words embodying remarks on supervision, institutes, associations, course of study, teachers, libraries, consolidation of districts, educational needs, and other topics.

Of the ninety-nine county superintendents, sixty-six submitted articles.

Remarks on "Consolidation" have been omitted here, since the subject is covered elsewhere in this report.

ALLAMAKEE.

L. BELLS, COUNTY SUPERINTENDENT.

One of the greatest educational needs of our county is some means of securing a more general attendance in the rural schools. This lack of attendance defeats, in a measure, the very object for which our public schools are maintained. I am convinced that consolidation of the township into one or two schools is the remedy for this great need.

Another great need is, better qualified teachers in the science of teaching. The time *has come* when every teacher should be trained for his work before being licensed to teach. This fact is too plain to admit of argument.

Our normal institutes furnish excellent opportunities for training teachers, but the time is too short to accomplish much. I am pleased to note the great advancement in our system of normal institute work. It was my privilege to be county superintendent when the first teachers' institute was held in this county, and it is gratifying to witness the progress from no system until at present they have become a source of inspiration to our teachers as well as a means of acquiring a fair knowledge of the art of teaching.

I sincerely hope that the great state of Iowa will soon realize the injustice of requiring the poorly paid teachers of the state to bear the burden of maintaining the institute fund.

Our sister state—Minnesota—generously lifts this, and pays the entire expenses of a four weeks' session annually.

We hope the angel of justice and mercy may lead our legislators to act more generously in the support of normal institutes.

I highly commend the plan of the Department of Public Instruction furnishing the course of study for the rural schools. It is an excellent means of unifying the school work, and at the same time aiding the teacher to accomplish the most effective work in the least time.

AUDUBON.

ARTHUR FARQUHAR, COUNTY SUPERINTENDENT.

Under the New Library Law libraries have been established in all of the townships but one in the county. Much interest has been taken in the libraries and reports from the teachers show that the books are being largely read by the children of the county. Good book-cases have been placed in some of the schools and an effort will be made to supply them all in the near future.

The Revised Course of Study has been placed in all the schools of the county, and is being followed as closely as possible by the majority of the teachers.

In the past year Teachers' Associations have been held in the center schoolhouses in the different townships with very satisfactory results. School officers and patrons of the schools have attended these meetings and better results have been obtained than by holding the meetings in the towns of the county.

The greatest needs of the schools are more teachers who are thoroughly prepared for their work. These can only be obtained by paying salaries that will enable the teachers to prepare themselves and be an incentive to make teaching a life work, instead of teaching only long enough to secure something else that is more profitable. Twenty per cent of the experienced teachers quit the work each year and their places must be filled by those who have had no experience and little or no preparation for teaching.

BENTON.

A. K. RIFE, COUNTY SUPERINTENDENT.

We, in Benton county, for the past three and a half years, have been very active in the endeavor to raise the educational sentiment, to secure a more proficient classification of the rural schools, to give the rural schools a better supervision, to raise the teaching force, and in general to improve our system of public instruction. In this endeavor we have been in a very marked degree, successful.

First, we inaugurated the interest of the teachers by organizing a "Teachers' Association of the county" and held monthly educational meetings in

each of the ten districts into which the county is divided. These meetings were the means of arousing the interest of the district officers and the patrons. These additional interests were the occasions which afforded the opportunity for a round table discussion of all points of discord and the many petty annoyances that enter all school work. These discussions threw much light on the subject of education and all were filled with an inspiration to go at the work with more earnestness than ever before. In this way we demonstrated the meaning of the oft repeated maxim, "United we stand," as never before realized. We have not only stood but have made great strides in an upward progress of the educational sentiment in Benton county. And now the prevailing sentiment of the people of the county is to have the pupils of the rural schools complete the public school course. It is done in this manner: When pupils finish the common school course, or the first eight years of the public school course they are expected to take an examination prepared and given by the County Superintendent. All pupils who pass a satisfactory examination are granted a common school diploma. This diploma entitles the pupils to enter the high schools of the county. In this way pupils are enabled to complete the public school course.

We have reason to be pleased with the results of our efforts to secure a better classification of the rural schools. Now at the close of each term of school a classification report taken from the classification register is sent to the County Superintendent that he may be able to know something of the classification of every school in the county. These reports have been verified by both the approval of the sub-director and the County Superintendent in his tour of inspection and visitation. This betterment of the classification of our schools has aided very materially in imparting knowledge in a more systematic and thorough manner. The time is now here when the school is classified and every teacher is following, so far as practicable, the course of study as found in the hand-book for Iowa schools.

The Superintendent has personally inspected the work done in each school once a year and in many of the schools two or three times within a year. This personal contact with the teachers enabled the superintendent to impress upon the minds of the teachers in a direct way that a school to be well taught must be well governed; must have a careful and systematic arrangement of study and recitation hours; have a definite plan; keep the pupils pleasantly and busily employed with work; and provide instruction as well as training in habits of care and industry.

Our teachers are better equipped to take up the very important work of instructing the young. Many of our teachers are graduates of the State Normal and many more have attended this excellent school for teachers two or three terms. The teachers of this county realize that it is their duty to give this work their best efforts, which they are doing in an admirable manner. We realize that it is in the educational world as in the industrial and commercial, demands are enlarging, therefore greater educational facilities are needed to supply this greater demand. Teachers, school officers and patrons have done nobly in keeping the wheels of progress turning in the great and mighty factory of mental and moral instruction.

BLACK HAWK.

C. E. MOORE, COUNTY SUPERINTENDENT.

The educational outlook in Black Hawk county is in keeping with the development of other lines of progress. The following are some of the causes of this development, and are indicative of its progress in the future. Black Hawk county contains within her borders one of the greatest educational centers of Iowa. In a measure, the Iowa State Normal School belongs to the entire state, yet its inception is due to the pluck and energy of the citizens of Black Hawk county, who point with pride to its growth and development. With its faculty of fifty-one members and a student body of two thousand seventeen, not counting students enrolled in the preparatory and training school, the State Normal School wields a power and an influence in the educational affairs of the county and state that cannot be estimated.

There are four accredited high schools in the county enrolling over eight hundred students. Eighty-six students graduated from these high schools in the year ending June 12th, 1901. It is only necessary to state that in the year 1900 there were ninety-two high school graduates teaching in the public schools of Black Hawk county, to show the appreciation by the public, of the work done in the high schools. Many of these high school graduates are inspired by their course of training in the high school, to continue their studies in the higher institutions of learning. There are eighty-seven rooms in the graded schools of the county, enrolling four thousand one hundred and fifty-nine pupils, and one hundred and thirty-six rural schools enrolling six thousand and three pupils. The average term of school per year in the county is eight and one-tenth months. Many of the rural schools are well equipped with all the modern apparatus necessary for carrying on a successful school. The county normal institute is a strong factor in building up a successful corps of rural school teachers. The attendance for the year 1901 was one hundred eighty-eight. The institute is divided into four divisions. Both academic and inspirational work is done. All were unanimous in their testimony of the value of the training and help received. The summer schools at the state normal school and the Waterloo business college do most excellent work for the teachers of Black Hawk county.

Libraries are being established in every school. The increase in the number of books in the libraries of the county for the year 1901 was one thousand one hundred and fifty-seven volumes.

A course of study is followed in the rural schools and pupils graduating therefrom receive a diploma from the county superintendent.

The educational motto for Black Hawk county is, "onward and upward."

BUCHANAN.

E. C. LILLIE, COUNTY SUPERINTENDENT.

The children of the country are entitled to the same educational advantages as the children of the city, and the community that fails to give them is assuming a fearful responsibility.

I have not space to enumerate the weaknesses of the rural school but I wish that you could bear and feel and see and know what any conscientious county superintendent has felt and known. I wish that you could understand how ill prepared are a large percentage of our rural school teachers. I wish you could understand how large a percentage of our rural school pupils are not students, for we do not want our schools to make scholars so much as we want them to make students, students who have had aroused in them the desire for, and the power to acquire, knowledge.

I believe in managing school affairs, with the least possible friction consistent with business principles, but when it comes to allowing glaring defects to endure for fear of displeasing some one; I say, never! It is our duty to go out amongst the people and tell them the truth, the whole truth, and nothing but the truth; preach the doctrine of better schools; expose their weaknesses, appeal to the judgment; drive out the demons of selfishness and prejudice that have blinded the parents to the rights and needs of their children; then, and not till then, will the people demand better schools; then, and not till then, will the boards of directors demand better teachers, and pay salaries commensurate with their earning capacity.

When I visit some of the rural schools, and see the teachers at work, I feel like crying, "Lord, Lord, be merciful!" and still I am powerless to remedy the fault, for these poor teachers are licensed, simply because it is utterly impossible to find enough good ones. The cause is clear; it is a stern fact that salaries paid will not warrant the expense of a thorough training. It is far back we must look for the beginning of our troubles. The electors fail to realize their responsibility, when they choose school officers; and school officers fail to realize their responsibility when they choose teachers. They fail to distinguish the difference in value between good work and poor work; in fact, success is often condemned, and failure rewarded. Oh! that I could impress upon their minds the true picture of an ideal teacher, with a realization of her true worth; this, I believe, would cause them to demand a better class of teachers and begin to search for a way to manage school affairs which would enable them without burdensome taxation to pay salaries that would warrant thorough preparation for the work. The loose business methods of a majority of school boards is responsible for their inability to pay decent salaries because of the unwarranted continuance of schools with small attendance. By giving at least thirty pupils to a teacher the average county could get along with one-half the number of teachers required at present, and would thus be enabled to pay much better salaries and give better results.

I doubt if there is a place in Iowa where it is impossible to assemble thirty pupils, and I know there are hundreds of places where enough can be assembled to organize a good graded school. This means better salaries, longer recitations, and thorough work. A township governed by three directors elected at large, will hasten this movement. On account of its environment the country graded school is the ideal one; we must convince the people of this fact, and then they will use their best efforts to overcome the difficulties of transporting pupils instead of working to put obstacles in the way of the movement. I would send a message to the farmers of Iowa to give the boys and girls the educational advantages to which they are entitled. Bring graded and high schools within the reach of the home of

every Iowa child so that they can secure a good education and still be surrounded by home influences and thus avoid needless temptation.

BUENA VISTA.

J. E. DUFKEE, COUNTY SUPERINTENDENT.

While a condition of healthy growth prevails in the schools of Buena Vista county, there is still much to be desired in the way of better teachers, better school houses, and better equipment. The present system of supervision is very defective, leaving as it does the entire responsibility to the county superintendent, whose time must be largely occupied with office work.

The two or three visits a year which he is able to give each school hardly deserves the name of supervision.

Considerable progress toward a better public sentiment has been made in the rural districts by educational meetings. At these meetings are discussed such subjects as "School Room Ventilation," "Co-operation of Parent and Teacher," "Proper Lighting and Heating of the School Room," etc. As these meetings are very generally attended by parents, they have been instrumental in removing much of the prejudice and suspicion which so often exist in the rural districts against teachers and modern methods.

The new law establishing libraries in every rural school is working satisfactorily. While the amounts appropriated by school boards have been small the law has awakened great interest among teachers and patrons, who have raised large sums of money by means of "sociables," "exhibitions," and private donations—amounting in all to nearly \$2,000 during the last year. Since these libraries are open to parents as well as pupils they will not only result in broader methods of study, but will have an elevating influence on the entire community.

Buena Vista county is suffering from the prevailing scarcity of competent teachers. The remedy, and the one school boards are slow to apply, is a general advance in teachers salaries. This would enable the County Superintendent to enforce more rigid requirements for certificates, as it would call into the work a class of teachers who could afford to make teaching a profession. At present with the great majority, teaching is a mere "stepping stone" to something better paid.

An effort is being made to secure a better enforcement of the course of study prepared by the state department. In many schools the multiplicity of classes resulting from a loose grading of the pupils makes the introduction of better methods almost impossible.

BUTLER.

H. B. AKIN, COUNTY SUPERINTENDENT.

Butler county is advancing educationally, steadily but slowly. Among the conditions existing which prevent a more rapid advancement may be men-

tioned the following: A lack of well qualified teachers, a lack of co-operation between teachers and patrons, and a lack of interest in some of the schools themselves, on account of the small and irregular attendance.

Efforts have been made and are being made to better these three conditions. To remedy the first, a county summer school has been held for the past three years. The work is outlined by the County Superintendent who has general oversight of the work, but does little of the teaching. The average attendance for three years past has been about sixty-eight. No special inducement is held out to teachers to attend this particular school other than that the work is planned to suit their particular needs, and that the expense is not so great as to go elsewhere for a review. The requirements for teachers' certificates are gradually being raised, and teachers who need more study to meet those requirements, understanding that the Normal Institute offers little opportunity to prepare for the examination, quite generally take advantage of the summer months for review work, and we begin to see marked advancement. Quite a number attend the summer term at the Iowa State Normal at Cedar Falls. To secure a better acquaintance and co-operation of teacher and patron, teachers are urged to visit patrons, to become acquainted with the environment of the child, to advertise and invite inspection of their work. A number of teachers and patrons meetings have been held and subjects of interest to both teachers and patrons have been discussed and we believe they have been productive of much good. Consolidation of districts, it would seem, is the remedy for small and consequently uninteresting schools.

The Butler County Institute is well attended, usually as many attend as the entire number of teachers required for the whole county. The work in the Institute is largely professional. The schools of the county are one hundred and forty-six (146) in number; eight graded, employing forty-seven teachers and one hundred and thirty-eight rural. The county is organized for association purposes. We have a County Association, with the County Superintendent as chairman, and three district organizations. Two county and five or six district meetings are held each year. The interest manifested in these meetings during the last two years is a hopeful sign. A year ago much prejudice existed in rural communities against the library law, but it has been largely overcome and officers do not need much urging to comply, another hopeful sign.

CALHOUN.

W. R. SANDY, COUNTY SUPERINTENDENT.

Calhoun county maintains 135 rural schools, and seven town or city schools, requiring 187 teachers in all. There are 6,070 persons of school age, and an enrollment of 5,010. The school year averages about eight months, being divided as follows: Two months fall, four months winter, and two months spring.

We have the township plan with sub-districts, there being no rural independent districts in the county.

The salaries paid teachers in the rural schools are rather low, ranging from \$25 to \$35 per month. The tendency is upward.

The requirements for certificates are being gradually raised; this, with the advance in salaries, is causing the teachers to make better preparation. Institutes are held annually, generally of two weeks duration, occasionally a four weeks summer school is held just preceding institute. The attendance at institute and summer school is good. Both accademic work and methods are given.

We have a County Teachers' Association which meets twice each year; we also have an occasional district meeting.

About three and one-half per cent of the teachers at work in the county are college graduates, nine per cent normal school graduates, thirty per cent high school graduates. About eighty-two per cent of the teachers of the county are women.

The state course of study is used in most of the rural schools of the county with good results.

We do not have county uniformity of text-books. Each school corporation adopts books for its own use.

Manson and Rockwell City have free text-books. The plan seems very satisfactory.

About one-fourth of the rural schools have good libraries, containing from fifty to 200 volumes; the remainder have small libraries. During the past year especial attention has been given to libraries. In order to stimulate an interest in rural school libraries a generous man made an offer to donate \$200 for library purposes, to be given in prizes consisting of a \$30 prize, a \$20, and fifteen \$10 prizes. The prizes to go to the districts that raise the greatest amount for their school library, no school to receive a prize unless they raise as much as the prize. The prizes to be given in books, selected by a committee consisting of the county superintendent and two principals. As a result of this offer over \$800 was raised. This amount, together with the \$200 prize money, and \$300 set aside by the school townships, has enabled us to add about 3,000 volumes to the rural schools of the county the past year.

CEDAR.

AURORA GOODALE, COUNTY SUPERINTENDENT.

One of the educational needs of this county is co-operative work among the schools. Although the rural schools have the same course of study as a basis, each works almost independently of all the others. One means of correcting, or at least of modifying this, is for teachers to meet often and interchange ideas and plans.

A special effort has been made during the year to increase the interest in our county teachers' association. Practical topics were chosen and papers and discussions have been interesting and helpful.

We are very grateful to President MacLean and Dr. Bolton, of the State University of Iowa, for the excellent lectures delivered before the association; also, to Professor Harris, of Cornell college, for the pleasure which he conferred by his recital.

Another feature of the teachers' meetings was class recitations by primary pupils, conducted by their teachers.

In order to give teachers an opportunity for better preparation and for improvement in methods of teaching, a three weeks session of the Cedar County Normal Institute was held. The interest was good from the beginning to the close and there was excellent work done by instructors and teachers.

The institute was very fortunate in being able to secure Pres. H. H. Seerley, of the State Normal school, for three addresses. Superintendent S. K. Stevenson, of Iowa City, gave a lecture that was instructive and entertaining. Many teachers expressed themselves as greatly benefited by the institute.

Of late the thought has come forcibly that the summer normal is inadequate to meet the present needs.

For those teachers who lack preparation in the subjects which they are required to teach the session is too short.

To those who have given years to the work of teaching, the normal is an oft-repeated story.

Several counties have one week in the spring devoted to lectures by leading educators.

It seems that it would be a wise plan to let this one week stand for the institute work of the year. Then encourage as many as possible to attend a good summer school.

Many teachers now attend the summer school instead of the county institute, because they can accomplish so much more at the former.

Yet their non-attendance weakens the institute to a certain extent.

The library books purchased under the new law are well liked by the schools that have them. Not all of the districts have as yet complied with the law.

Parents want the best that can be procured for their children and when they are able to see the many advantages that consolidation offers, they will doubtless take steps towards centralizing the schools.

CERRO GORDO.

P. O. COLE, COUNTY SUPERINTENDENT.

The essential thing in a school and to make a school is the teacher. Other very necessary articles for the equipment may be missing but where you find a true teacher at the head, the school will be a success; but, on the contrary, supply the school room with all the latest charts, maps and helps that could be asked, replace the true teacher with one who is not adapted to the work and you will find an unsuccessful attempt at teaching school.

The teaching force of Cerro Gordo county is quite strong for it is composed largely of teachers who are alive, active and energetic.

The professional spirit is manifest to quite an extent in some instances and good interest is shown in educational meetings.

A goodly number of teachers now engaged have taken special training in the State Normal School at Cedar Falls, and many others are at present in

attendance there. We also have a number of graduates from the Nora Springs Seminary working with us.

These facts with many other things show a decided tendency toward self-improvement and a desire to become more efficient in their chosen work. The one great drawback in the teaching profession is the constant change of teachers from year to year. Among two hundred applicants for certificates in this county this fall, over thirty were beginners who have no experience or special training for the work and must necessarily go out to experiment upon the innocent youth. And it must needs be that these young teachers are given work for nearly the same number of experienced teachers of the past year have dropped out of the work; therefore the places must be filled by aspiring young students.

The matter of consolidating the rural schools into one township school has not been agitated sufficiently to effect very great results and no township in the county has taken a vote on the proposition yet. It has been discussed some recently and the people and school officers now are beginning to take interest in the question and talk it among themselves. From all appearances the matter of consolidating rural schools into fewer and better ones is growing in favor in Cerro Gordo county.

During the past few years a number of schools adjoining a city or town independent district have been closed and the children taken into the town school. In each case the school township paid tuition for those pupils and in some instances they have paid both tuition and transportation.

The new library law was generally complied with throughout the county and some library books were placed in nearly every school house. This seemed to stimulate the library movement in general and many districts raised sufficient money, by socials and otherwise, to purchase a large number of books. In addition to this three township boards have purchased a set of encyclopedias for each school in the township. At present there are three thousand three hundred (3,300) volumes in the school libraries of the county. Many of the boards also have secured neat oak book cases for the preservation and safekeeping of the books.

The school buildings in the rural districts are in a fair condition although very few of them are modern buildings. Only thirteen out of one hundred and thirty are built after the modern style of architecture.

CLARKE.

BERTHA HOWARD, COUNTY SUPERINTENDENT.

The schools of Clarke county show a gratifying tendency toward improvement. This tendency may be traced in many ways, but is most noticeable, perhaps, in the evident purpose of teachers to secure a better equipment for their work. Many are seeking professional training while others are striving to strengthen their scholarship by home study. The normal institute of 1901 will be remembered as one of the most satisfactory in the history of the county. Teachers were attentive and alert, responding most heartily to the enthusiasm of instructors, and eager for suggestions which they might adapt to their own needs.

The new library movement meets with great favor on the part of a large number of teachers. The contagion of their influence is being felt and the interest in this subject bids fair to be general. How to enlist the co-operation of patrons in the work of the library and how to use the books to the best advantage are topics of frequent discussion in our teacher's meetings, and prove to be highly popular. The friends of the movement are zealous and earnest and their number increases daily. We have reason to expect good results from our new libraries.

Many districts are compelled to employ poor teachers, and in many instances it is something of a problem to get the smaller children to and from school. The advantages of consolidation have been forcibly presented at teacher's meetings during the year, and a special effort has been made to secure the attendance of school officers on these occasions. The idea is gradually gaining ground. Many who opposed it at the first suggestion are now willing to admit that schools can be more carefully graded, that more efficient teachers can be obtained, and that the necessary apparatus of the schools may be provided at less expense than under the present arrangement. There are indications that some definite movement will be made in this direction in the near future.

The results obtained by the best teachers in our rural schools are such as to justify the assertion that the greatest need of our schools at the present time is a full corps of really competent instructors. Given an efficient teacher in every schoolhouse and other desirable conditions will surely follow, such as the co-operation of patrons, better buildings, better attendance, better text-books, and better supplies of every sort. Teachers must lead the way in arousing the sentiment that the best of everything is none too good for the humblest school in the land.

CLAY.

MRS. ELLEN BUCK, COUNTY SUPERINTENDENT.

Clay county has 154 schools and although the work in some is not what we might wish it were, on the whole we think they will compare favorably with those of the surrounding counties.

A scarcity of teachers for the past three years has made it necessary to send out a large number of young teachers and while they are hard working, conscientious, young people they lack experience in the management of schools.

The wages paid and the length of the school year varies in the different townships. The least paid any grade in summer is \$23 per month and the most in winter \$36. Six months school during the year is the least and nine months the most reported by any township.

Our school houses are kept in better repair than ever before and nearly all are well supplied with apparatus. Many of the yards have been fenced and trees planted, but on account of the extreme heat and lack of moisture a number of trees have died.

Our normal institute was not as largely attended this year as formerly but what it lacked in numbers was made up in interest.

We have this year adopted a uniform system of text-books for use in the schools and hope for better things in the future.

CLINTON.

G. U. GORDON, COUNTY SUPERINTENDENT.

In a county like Clinton, supervision is practically a misnomer. The most remote school from the county seat is fifty miles. There are 180 schools that should come under the careful supervision of the county superintendent and with the great distance taken into consideration and with the unstability of the tenure of the country school teacher, supervision is of but very little value. If supervision is of value, visits must be frequent and of such duration that teachers may be inspired and taught to apply educational principles. This cannot be done in a few minutes and at extended intervals. It may only be accomplished when teachers forget the superintendent's presence and the pupils are natural. These come only by association. A superintendent is not supervising when he appears as a detective to find weaknesses. He should be an encouragement to the strong, a staff to the weak and an inspiration to all. Under the present duties of the county superintendent, he is an expert accountant, a lawyer, a judge, a jury, a cure-all for school ills, a teacher, a supervisor, an examiner and a politician. That supervision may be efficient in this county, the office of county superintendent must be relieved of many of its present duties, the office raised to a professional instead of placed on a political level, the officer himself must have increased authority and given such assistance as will make his work effective.

The institute is the county superintendent's field in which he does the best work for the cause of education in his county. It is here that he enriches the course of instruction, elevates the standard of professional ideas, directs the professional studies of teachers, creates educational sentiment and enthusiasm, gives educational inspiration, may exemplify scientific teaching, and instructs teachers how they may organize, manage and control schools and properly care for the health, comfort, general culture, and moral elevation of the children. In Clinton county, the institute has been made professional and inspirational. Men and women of professional standing have been secured unvaryingly. The academic element has been removed. In one year's institute were found the professor from Chicago University; a teacher in the Teachers' College, Columbia University, New York city; a training teacher from Washington, D. C.; and a city superintendent and a grade teacher from our own Iowa schools. This mingling of broad educational ideas had a tendency to release the teacher from the cocoon into which she sometimes has a tendency to weave herself.

Clinton county needs more better trained teachers. However the past few years have marked a steady forward growth in this direction. Five years ago we had but seven or eight teachers in the state normal in an entire year. The past year fully forty have attended—twenty-three in one term. The number is constantly growing. It has been the policy of this office to recognize the fact that teachers attended the state normal. Many teachers have realized that the professional element of their work is just as important as the academic element and that there is a vast difference between teaching and knowing, and that an examination is not the ultimate end of education. The superior work of the normal trained teacher, however small the amount of training may have been, shows itself in her work. Directors are realizing the value of the excellent training in our state normal and teachers who have had this training have had no difficulty in getting the very best positions.

CLAYTON.

C. J. ADAM, COUNTY SUPERINTENDENT.

The Clayton County Institute was organized in 1874, with an enrollment of 169. In 1901 the enrollment was 244. The work of our institute is both academic and didactic. We are following the course of study prepared by the State and are getting excellent results. Our aim in institute work is to educate the teachers in the latest and most improved methods of instruction, and at the same time refresh their minds in the leading points of the various branches.

Teachers' associations have been organized in various parts of the county, and each section meets at least twice a year. These meetings are well attended by teachers, school officers, and patrons, and are looked upon by the teachers as a necessity.

Some years back no classification existed in any of our country schools. Pupils were allowed to pursue their studies as they thought best. No record was kept of their advancement and each succeeding teacher was compelled to reorganize the entire school. Now a classification register is kept in every school and the course of study prepared by the State is being carried out. Teachers are pleased with the plan and are giving it their hearty support. At the close of the winter term examinations are given to those who have completed the course of study and a diploma is awarded to all that pass an average of eighty-five per cent. The questions are prepared by the county superintendent.

Schools are in session from six to ten months in the year. Teachers salaries average from \$25 to \$40 per month in the rural schools, depending upon the qualifications of the teacher and the time of the year. Our attendance is not what we would like, but the teachers are making an earnest effort to obtain punctuality and regularity in attendance.

All the common branches are taught; also German, in some schools. Latin is taught in nearly all of our graded schools. Our teachers are as good as any in the State, and there is a growing interest in professional work.

Our school houses are generally frame, and are heated with stoves. In the new buildings that are being erected, an effort is being made at ventilation.

Nearly all boards in the county have complied with the new library law, and those that have not will comply this year. In addition to the libraries so established, many teachers have raised funds during the past year to add to these libraries.

We need the abolishment of the sub-district and rural independent district and make the township the unit of organization. The present organization fosters strife, jealousies and favoritism. I think the township system would do away with these troubles. We need more trained teachers. I think a normal department with each of our graded schools that has an enrollment of 200 or more, to educate those who intend to teach would give us a better class of teachers.

CRAWFORD.

A. G. MYERS, COUNTY SUPERINTENDENT.

We held, during the month of August, a very successful term of institute. Enrollment this year was 218. Percentage of attendance was good, and the interest was excellent.

Teachers' meetings in Crawford county are largely attended.

Our meetings are held on the district plan, there being six in number, with three meetings in each district. We hold two county meetings additional. We have the children's library, furnished by the state, and a teachers' library established. The former has found its place among the pupils of this county, as the latter will undoubtedly among the teachers.

The state course of study has been introduced, and is being used throughout the several school districts.

The reading circle is doing fair work in its line.

Many of our teachers have attended normal schools abroad, that they might be able to give the best in education for the money received. Crawford county turned out, from the Denison Normal school and the high schools, seventy-two graduates this year. With the Denison normal, the high schools, the teachers' meetings, the teachers' library, the children's library, the reading circle, the hearty co-operation of city superintendents with county superintendent, the general interest made manifested on the part of teachers and patrons, leads us to believe that Crawford county will rank with any of her sister counties throughout the state, and that the present (educationally speaking) is preparing for an excellent future.

DECATUR.

J. A. MCINTOSH, COUNTY SUPERINTENDENT.

Good schools are the product of good teachers; and to have good schools we must increase the efficiency of our teachers. We adhere to the regulations now established in granting to girls seventeen and boys nineteen years of age, of good scholarship, in Decatur county, certificates to teach. Consequently we have a large number of boys and girls teaching because their scholarship is sufficient to permit the granting of the certificates. The age limit should be changed, raising the age of ladies to twenty and gentlemen to twenty-one, and strictly adhering to this regulation. To raise the age limit to twenty for women and twenty-one for men would secure vastly better teachers for our schools and encourage prospective teachers of our high schools and rural schools to better prepare for this important work.

Another serious defect of our present school system is the manner of hiring teachers for the rural schools. The school year is divided into three terms—fall term, two months; winter term, three to four months; and closing with a spring term of two months. Often teachers are hired for the short fall term, a different teacher for the winter and still another teacher for the spring term. Thus having three different changes in instructors, and all perhaps different in their methods of school work. As a result of thus dividing up the school year into three terms, directors order a "corn shucking" vacation of two, three and sometimes four weeks at the close of the fall term, in order, it is claimed, to allow the larger boys to finish the fall work in time to attend the winter term, thus sacrificing the interests of many children for a few, and wasting the best time of the year for school work. Schools should begin in the rural districts the first Monday in September and continue regularly without more intermissions than are usually had by high schools.

We have also in Decatur county several small rural schools. In order to retain their school organization schools are maintained for a short time in the year. One such school has been discontinued and the pupils thereof sent to an adjoining district. Where pupils can attend adjoining districts with reasonable facility, we favor this plan, rather than transportation of pupils, as small districts may again soon have a large school population.

Instead of various teachers' meetings in Decatur county, we have generally had one meeting at Leon, our county seat. Since Leon is centrally located, nearly all of the teachers of the county can attend these meetings and with as little inconvenience as at various towns. Teachers are greatly benefitted by these meetings, and much good has resulted to the educational interests of all schools.

Our county institute is also an important factor in making better teachers. We consider our Decatur county institute not surpassed for excellent results by any county institute. However, the institute should be more of a summer school and from two weeks of six days' work should be extended into a summer school of four to six weeks' length of term. We allow the teachers certain privileges for attending institute, and excuse them from taking the full examination for certificate.

The county superintendent can do a vast amount of good for the schools of his county, but educational changes and improvements in present methods come slowly, and the county superintendent scarcely has time in his brief term of two years to accomplish much in the way of reform or perfecting a system. The term should be lengthened to three or four years, that the superintendent might employ his time in working for the advancement of his schools, more than preparing for the contingency of a campaign for re-election for another short term when he is really free to use his own mind in matters wherein people may differ from him.

DES MOINES.

HOWARD MATTHEWS, COUNTY SUPERINTENDENT.

The same year of the Blackhawk purchase (1833), when the first section of country west of the Mississippi river now constituting a part of Iowa was thrown open to the white settlers, a schoolhouse was built at Shokoquon, now Burlington city. This was not only the first schoolhouse built in what is now Des Moines county, but Henry Sabin tells us in his book "The Making of Iowa," that it was the first regular schoolhouse erected within the present boundaries of our state. Although less than seventy years ago the dawn of the twentieth century finds that the public school system of our county has grown from that little one room log school house, presided over by Zadok C. Inghram, to its now ninety-eight modern and well kept school buildings containing 213 school rooms presided over by as many teachers who are well fitted for their work; twenty-one holding life diplomas; thirty, state certificates and many of the remainder the best grade of county certificates and who receive an annual salary of \$86,847.08.

The year 1900 finds us with a school population of 12,464; an enrollment of 7,733, and an average daily attendance of 5,628. Burlington, the county seat of Des Moines county, contains the finest free public library in the state. Last winter lists of books were made up from this library and placed in each of the city schools; these are changed at stated intervals, which gives the Burlington schools a free circulating library, besides this each school has a permanent school library, which in most instances is very complete. Complying with the new school library law fifty rural school libraries were established last year and 381 books placed upon their shelves.

Our Normal Institute enrollment at the last session numbered 176, much interest was manifested in all the branches of school work, but owing to the new music law a more than usual interest was centered in that subject. Besides our regular Normal Institute, we have the "Des Moines County Teachers' Association," and also the "City Teachers' Institute," both organizations for the advancement of education in our city and county. The members derive many good thoughts and much inspiration from attending these meetings.

We have no "School Officers' Association," but our school officers are good men and we believe fully realize the exceptional responsibility placed upon them by their fellow citizens.

There is much talk in our county concerning "consolidation" and "transportation" of pupils. The only place where it was put in practice was in Jackson township, where one conveyance was used last winter. I am informed they will have two this coming winter. It is too early to say what the outcome of this experiment in our county will be.

In my opinion the greatest educational needs of the county, especially in the country schools, are to more closely adhere to the course of study and give more attention to classification and gradation.

Taking it all in all we are proud of our schools and we believe "Redway and Hinman," when speaking of Iowa in their "Natural Advanced Geography" of date 1901, would have been justifiable to have included Des Moines county, when they said Burlington was noted for its schools and beautiful homes.

DUBUQUE.

A. P. KRESS, COUNTY SUPERINTENDENT.

In replying with your request for a report of the educational status of Dubuque county, it affords me pleasure to be able to state that a marked improvement has taken place within the last few years as to the qualifications of teachers, the character of school buildings, and school apparatus, and in the composition of boards of directors. The constant change of teachers which produced such deplorable results is no longer in favor.

Teachers who have shown marked ability in instructing, and tact in management are retained term after term to the advantage of the school and the community in general. Who can estimate the benign influence upon all the relations of life that is exerted by an able, conscientious teacher?

The establishment of school libraries has been received with marked favor, and I have observed with pleasure the eagerness of directors to consult with me concerning the purchase of wholesome literature which is doing so much to elevate the taste and to "bring in the kingdom of righteousness."

Higher education has gone on by leaps and bounds. Where formerly one or two entered college, there are now dozens. The University of Wisconsin, the University of Minnesota, Chicago University, Michigan University, LaFayette College, Pennsylvania, our own university and other noted institutions of learning are continually receiving their quota from this county. More and more are entering the State Normal School, in order to equip themselves more fully for the responsibilities devolving upon them as educators and leaders in all worthy causes.

In the institute the manual issued by the state department has done much towards unifying the work, and in setting up a standard of achievement.

The institute is becoming more and more a means of inspiration as well as a school of methods and an instrument for academic training. Much better work is done than formerly, as is evidenced by the intelligent discussions at the round table, and the enthusiasm that characterizes all the departments.

Meetings in the rural districts have done much to foster a healthy sentiment, and higher ideals in regard to education, while the bonds of sympathy have been strengthened.

We are thankful for what has been accomplished in the past, and look toward the future without any thought of fear and with very much of hope.

FAYETTE.

H. L. ADAMS, COUNTY SUPERINTENDENT.

It seems very fitting that at the beginning of this great century we should record some of our achievements as well as some of our hopes and aspirations.

The awakening of the people, rural as well as town and city, to a desire for better things, educationally, is the one great evidence of our progress. Last year seventy-two boys and girls graduated from our rural schools, and fifty-one of these graduates are now enrolled in our high schools.

Last spring seven hundred eighty received "Certificates of Award" for being neither absent nor tardy.

The small school and the poor teacher are attracting a great deal of attention, which means that both must go.

Fayette county has two hundred forty places for teachers, one hundred seventy-two of which are rural and sixty-eight graded; nine thousand nine hundred twenty-nine pupils of school age, with seven thousand four hundred forty-seven enrolled in the public schools, of which three thousand two hundred twenty-three are enrolled in the graded and four thousand two hundred twenty-four in the rural schools, giving the grade teachers an average of forty-seven pupils each, and the rural teachers twenty-five each. We have twenty-nine schools with an average daily attendance of ten or less.

We have been told that the poor shall be with us always. Thus far the teaching profession has not disproved the statement.

There are a number of reasons why we have some inferior work among teachers:

I. Wages paid in the graded and rural schools have not been sufficient to induce enough bright young men and women to make thorough preparation to fill all the places open for teachers. Consequently, those who have prepared are snapped up, leaving the untrained and inexperienced to do the class of work requiring artistic skill of the highest type. Teachers should be certificated according to their ability and paid according to the grade of certificate they hold. Scarcity of teachers is accomplishing something along this line.

II. Until the teacher comes to see that teaching is more than hearing recitations, and that, wherever stationed, her best is required, she is beneath her calling and is sure to receive low wages.

III. Perhaps the main reason for having this artisan work is because county superintendents will license it and school boards will tolerate it. Demand often makes necessary the former, and inexperience, indifference or personal interests, the latter. The county superintendent can do much to improve conditions. He should have a personality and presence that will inspire patrons, school officers, teachers and pupils to attain unto better things. He must be practical. Institutes and teachers' associations will be largely what he makes them.

Our facilities for training teachers should be improved and applicants not specially trained should be prohibited from entering the work. One of the most serious defects in our rural school system is lack of organization. Our hand book for 1900 will do much along this line.

The library movement in Fayette county is an educational feature not to be ignored. Upper Iowa University at Fayette is about to lay the corner stone of a \$25,000 library building, a contribution from Andrew Carnegie through the efforts of Speaker Henderson and President Benton. Ex-Governor Larrabee has contributed \$26,000, part of which will be expended for books. Hawkeye has established a free public library, through the efforts of Charley Bopp, and every city, town, and rural school district in the county has a school library which is being added to annually by taxation, contributions and entertainments.

Teachers and school officers are exercising themselves to improve school houses, outbuildings and grounds. In new buildings now being erected, special attention is being given to lighting, heating and ventilating.

Oelwein's growing population has made it necessary for her to erect two new buildings recently, both brick and models in architecture and convenience.

Fayette has also recently dedicated a new brick building.

FRANKLIN.

HARRY J. HENDERSON, COUNTY SUPERINTENDENT.

The schools of Franklin county are generally in a very good condition. The boards of education of the several townships are composed of good men, and most of our teachers are possessed of that professional spirit which insures success in their school work. The graded schools are, at present, under very efficient management, and will compare favorably with schools of this class in any part of the state. Increased interest in the rural districts is shown by the efforts made in many of the districts to retain good teachers from term to term, and in the building of a much better class of school houses.

One of the most potent agencies for the bringing about of uniformity in school work throughout the county is the annual summer institute, supplemented by the teachers' associations. These institutes and associations are regularly attended by the most enterprising and successful teachers of the county.

Our schools need more good teachers, more earnestness, more enthusiasm, and a greater sense of responsibility in those connected with the educational work of the county. In some localities an improved state of opinion is needed among those who patronize the schools, a more intelligent acquaintance with their present condition, and a greater appreciation of their capabilities.

GREENE.

C. M. WILLIAMS, COUNTY SUPERINTENDENT.

The people of Greene county are justly proud of their public schools. We have in the county 145 school buildings, employing 179 teachers, and expending last year over \$72,000 for the maintenance of the same.

The efficiency of our schools depends, largely, upon the proficiency of the teachers employed, and their willingness to conform to and carry out the requirements of the department of education of the county and state. In this our teachers are to be commended heartily. As a result our schools are well graded and the work is carried on systematically and effectively.

The hand-book for Iowa schools is in use, and classification registers are furnished by the county; also blanks are furnished that the teacher may report to the county superintendent, to the end that he may be in close touch with the workings of the schools of the county.

Our teachers willingly attend the normal institute, and may take advantage of the excellent course of training offered in the summer sessions of some of the best colleges in the state.

We have in our county two holding life diplomas, twenty state certificates and twenty-five two years' certificates.

The meetings of the Greene County Teacher's Association, together with sectional meetings are quite largely attended, thus affording opportunity for the teachers to become acquainted with each other, approved methods, and withal giving them a professional spirit.

While under present conditions the average time of the teachers service is quite short, yet we have many teachers who have been some time in the work, and the great majority are conscientiously doing their best to train our children in the way they should go. But there is quite a general feeling that our schools are not accomplishing as much as they should; that the amount of money expended may be made more effective by consolidating some of the schools.

There is maintained in one township (Washington) a high school which has been very successful. A large majority of the people are very enthusiastic in their praise of the school. They have an enrollment of about thirty, doing ninth and tenth grade work. Those in attendance furnish their own means of going to and from school.

GRUNDY.

J. T. GRAY, COUNTY SUPERINTENDENT.

Replying to your circular letter, will say that I believe the condition of the Grundy county schools regarding the matter concerning which inquiry is made are substantially as follows:

In planning the institutes of the county during my incumbency it has been my intention to make the work conform to the most apparent needs of the teachers. In my opinion the great need has been special training in the common branches, and it has been my policy to give them that class of work

in the Institute that would enable them, in so far as the limited training would permit, to become specialists in the branches which they would be required to teach.

The teachers of this county will, I think, compare favorably with those of any county in the state. Many of them are high school graduates and a number have had the benefit of one or more terms work in a normal school or a college.

The school officers have co-operated cheerfully with the superintendent and teachers, and in those cases where the teachers have shown special ability they have manifested their appreciation of superior work done by an increase of salaries.

The greatest educational needs of the county seem to be facilities for training teachers to become specialists in the common branches and increased salaries for teachers who have had such training.

HAMILTON.

L. N. GERBER, COUNTY SUPERINTENDENT.

The fifth ward school building at Webster City is a one-story building, erected after the "colonial style." It is built of cream colored pressed brick, with a vitrified brick underpinning and Bedford stone trimming throughout. It was at first designed by the board of education, to build upon a very economic basis, indeed, the original plan was to build as cheaply as possible, without regard to artistic features whatever.

This idea, however, seems not to have been very deeply rooted, for it was soon overcome by the majority of the members of the board, and before the final arrangements were made, they concluded upon a much better, more convenient and in every way more artistic structure than their original ideas had suggested. However, much economy was used by the board in the construction of the building. The avoiding of elaborate and expensive details, the placing of brick arches where cut stone might have been used, the leaving out fancy corners and courses of fancy brick which adds very little in either appearance or usefulness, and many other similar items aided in lessening the cost of the building.

All the class rooms are upon one floor. This wise precaution on the part of the school board saves the children the tiresome climbing of stairs. It is our opinion that in a country where land is still on the market at a fair price, to build public school houses upon the ground and not in the air. Especially should this be considered by school boards, when taken in connection with it the health and welfare of the young ladies, or our so-called "high school girls". The tripping or the running up of two or three flights of stairs might be accomplished a thousand times, but perhaps the very next time it might prove fatal, even though she be physically an athlete. At any rate, it is the belief of both the building committee and architect of this building, that the "one-floor arrangement" is by far the most satisfactory. Of course the building is so constructed that, should the future growth of Webster City demand it, an additional story could be added—which of course will never be considered for a moment should that time ever come.

The building is sixty-eight feet square, and contains four class rooms, each twenty-two by twenty-eight feet, with a seating capacity of forty-eight scholars each. Each class room has windows on two sides thus securing what is considered the principal requirement of a class room, ample light, and no cross-light. Each room is also provided with a large cloak room, with outside windows.

The ceilings are thirteen feet and six inches high, and the rooms therefore contain a large volume of air which is changed about four times an hour by direct radiators in the basement and ventilating flues.

The building is heated with hot water. The plant was installed by the Webster City Hot Water Heating Company at an expense of \$1068. It is of ample capacity and gives entire satisfaction. The cost of the building including seats, heating plant, and more or less cement walk on outside, is close to \$8,000,

HANCOCK.

CHARLES F. SCHELL, COUNTY SUPERINTENDENT.

We have in this county a live progressive body of teachers. Experienced teachers are able to secure work at any time. Wages have been advanced in several townships in order to secure good teachers. The teacher problem is the most important because it is impossible to have a good school without a good teacher. Thirteen certificates of the third class have been issued in four years. It has been a mistake to issue any of this class. The school should be carefully safe-guarded against incompetent teachers by rigid examinations; and no applicant who is not justly entitled to at least a second class certificate should be allowed to teach school. Some schools would be vacant and this would be to the advantage of pupils and taxpayers.

It would very materially aid in the closing of the smaller schools. There are seventeen schools in this county with an average attendance of less than five, that should be closed at once, and the pupils transported to neighboring schools. Boards of directors know that it is a waste of money to continue these small schools, and seem to be willing to close them; but for several reasons, chief of which is the difficulty of securing transportation, but few of these schools have been closed, and these only temporarily.

Free text-books, so greatly needed everywhere in order to make more effective the teacher's work, have been introduced in two townships. The people like the plan. Teachers are not handicapped as in districts where the books are not free, and they like to teach in these townships. As the schools are not intended to promote the interests of any class, the children of the poor should have the same advantages as the children of the rich, which they cannot have if scantily provided with books. The schools should be absolutely free. Globes, maps, libraries and seats are free and there are no good reasons why text-books should not be free.

The Hand-book for Iowa schools is a means of inspiration to our teachers. Our teachers who study it and carefully follow it, have a very high appreciation of this valuable work. We are trying to follow the new course of study enthusiastically.

We could not get along without the annual institute gathering. It is always well attended although we have never brought undue pressure to bear upon teachers in order to secure attendance. It has been worthy of attendance, and has been well attended.

From fifteen (15) to twenty four (24) educational meetings have been held each year of the four years. These have been well attended and in these, children, parents, and teachers have had a share of the various parts.

Close supervision has been impossible. The schools have been visited by the county superintendent once each year. The people are building better school houses than formerly. They are neat in design, and are well ventilated and properly lighted. The educational outlook in this county is encouraging.

HENRY.

ANNIE E. PACKER, COUNTY SUPERINTENDENT.

The outlook in Henry county is encouraging, but much yet remains to be done.

A sentiment prevails in favor of better teachers and there is a demand for the best obtainable. Most of our teachers hold second class grades, and to supply our schools we have to employ about twenty third class teachers.

Our directors' meetings have helped school men to see the urgent need for measures to draw a better grade of ability into the work, and they are ready to pay better wages for excellent teachers. We feel that at whatever sacrifice better wages must be paid if we want better schools. We must pay better wages to secure teachers worthy to be entrusted with the training of boys and girls for home life and for upright citizenship.

It will be a grand day for Iowa public schools when no young person may be allowed a certificate to teach, before receiving at least one year's instruction in a state normal school in this state or elsewhere.

May the next assembly grant us one more state normal school, and then, for those who expect to apply for a teacher's certificate, make attendance at some state normal school in Iowa or elsewhere, compulsory.

Teachers of experience have in practice and reading often gained an equivalent of normal training, and I would not have those whose average grade is 90 per cent in branches required for second class certificates compelled to attend normal school. Begin with prospective teachers. The unworthy will soon drop out, and even if for them the training were needful, the worthy teachers of experience can not be spared.

It is felt that more thorough work in branches below the high school is imperative if we would save our schools from contempt and ridicule.

Business men complain that typewriters are too often unable to spell and to use good, plain English, and the manuscript in any superintendent's office will, I think, disclose pitiful ignorance in these vital points.

We are working earnestly for better English, better spelling and writing, and more *real study*.

We have had too much happy-go-lucky memory work and not enough mental grubbing. We need far more thinking about causes and effects, a better grasp of the "reasons for things."

The course of study is kindly received in the ungraded schools, and the classification register is often kept just as it should be.

Graduation from the ungraded schools has often been made too easy and should hereafter be based upon the ability to pass a teacher's examination with an average of 80 per cent or above and no grade below 70 per cent. The subject of didactics might be omitted.

The school library is winning a place for itself.

In many schools music has been introduced and good work is under way. In a few cases teachers understand the theory of music, but are unable to sing or even to distinguish a difference in pitch. I feel that we ought to have for each township a supervisor of music who would visit each school at least once a week and direct the musical instruction.

In conclusion, I wish to express my gratitude to the state department for prompt and kindly helpfulness and to teachers and school officers for their appreciation and hearty co-operation. Truly, we have worked together for the good cause.

HOWARD.

ELSIE. E PERRY, COUNTY SUPERINTENDENT.

The opening of the twentieth century finds Howard county with one hundred one public schools, four in independent town districts, seven in independent rural districts, and the rest in sub-districts of school townships. The town schools are located in Cresco, Elma, Lime Springs and Chester; and employ fifteen, seven, six, and two teachers respectively. They enroll 1,229 of the total enrollment of 3,697 pupils. The average wages paid their male teachers (who are also their principals) is \$83.61 per month; their female teachers, \$38.23. The rural schools employ ninety-seven teachers, one for each school. The average wages paid their male teachers per month is \$29.43; female teachers, \$26.57. The men usually teach winters, only. The attendance is about sixty-five per cent. of the enrollment, somewhat lower than in the town schools.

The supervision of the town school is by their principals. The county superintendent is nominally the supervisor of the rural schools; but as one visit each term is all and often more than this officer can make, the real supervision is left almost entirely to the teachers themselves.

The course of study outlined in the Hand Book issued by the state department has been introduced, and will be followed as closely as possible.

Teachers' associations are not regularly organized according to a set plan. Meetings are held every year at Cresco, Lime Springs, Elma, Riceville and Chester. Both grade and rural teachers take part. Sometimes Mitchell county joins us at Riceville and Winneshiek at Cresco. Patrons often take a prominent part on the programs, and music and illustrated class work are usually conspicuous features. Township meetings for rural teachers and school officers' meetings have been tried, but with no success.

Institutes have been held annually in the spring for a period of two weeks, and during late years the enrollment has been about 150. In order to afford an opportunity for more academic work, a summer institute, also,

has been held for four weeks during the past two summers. It has enrolled about one hundred, and has been a success.

Libraries have existed for many years in the town schools and in the rural schools of Jamestown, Oak Dale, and Chester townships. Last fall (1900) all the rural schools were supplied with library books in accordance with chapter 110, Iowa school laws. These libraries are a real success wherever competent teachers have charge of them. In several schools additional books have been purchased with money raised by the teachers from entertainments and spelling contests.

Among the greatest educational needs of the country, more and better teachers, including better and more accessible facilities for their education and training, perhaps ranks first. Better and closer supervision of rural schools, a more practical type of work and economical expenditure of time and money are crying needs. Provision for the country girl and boy to do more advanced work without leaving home, is much needed. We believe, were these conditions brought about, other things, such as better buildings with better furniture and equipments, more beauty in the surroundings, etc., would naturally follow.

HUMBOLDT.

CLARENCE MESSER, COUNTY SUPERINTENDENT.

The early history and gradual growth in numbers and efficiency of the public schools of Humboldt county does not differ materially from that of most of the counties of Iowa. In less than half a century, they have increased from a small room, partitioned off in a log house, until we have nine commodious buildings in the villages and towns, and one hundred three in the rural districts. From the most elementary work in reading and numbers, our schools have developed until the graduates of some of our high schools are accepted in the freshman year at our leading colleges and state university.

The majority of our teachers are earnest, conscientious young women who follow teaching about three years and then become the mistress of a well-kept farm-house.

We need more modern school buildings, more supplementary reading in the lower grades, more kindergarten supplies, maps and globes. But these auxiliaries sink into insignificance in comparison with thoroughly educated, conscientious, well trained teachers. How to secure and retain such teachers is the hardest problem that confronts every thinking school officer.

It has seemed to the writer that there are changes that might be made which would have a tendency to secure more thorough scholarship on the part of applicants for certificates and lessen the frequency of the changes of teachers in our rural schools.

For one of these changes, we would suggest that the state be divided into convenient examination districts; that the superintendent of public instruction, with the advice and consent of the executive council, appoint an examiner for each district; that the district examiner and county superintendent have concurrent power in examining applicants and issuing teachers' certificates; that

when the district examiner and county superintendent cannot agree respecting the issuing of a teachers' certificate that the case should be referred to, and decided by the state department of public instruction; that there should be held in each county not less than two nor more than four examinations for teachers during the year; that upon the recommendation of the district examiner, the county superintendent (if he think best) be allowed to issue a teachers' certificate to an applicant without examination, provided that the applicant holds a certificate which lawfully entitles the holder to teach in the public schools of some county in this state.

We would also suggest that the township be made the unit; that the duties, now incumbent on a school board of nine or eleven members, be performed by a board of three members elected by the legal voters of the whole school corporation, the same as they are now elected in the towns and cities; that the members of the school board receive a *per diem* compensation similar to what is now paid our township trustees.

IOWA.

T. M. CLEVINGER, COUNTY SUPERINTENDENT.

We are glad to report that the general conditions of the schools of Iowa county are better than at any previous time.

Our schoolhouses as a rule are in good condition, the attendance better, and there seems to be a greater interest on the part of the patrons than ever before.

Every district in the county has complied with the new library law, which in itself is evidence of a good school sentiment.

We have held before the people the idea that teachers should not be allowed to learn to teach at the expense of the children. Most of our teachers were graduated from high schools and many of them have had one or more terms of normal training and as a result evidences of a more thorough and scientific teaching are to be found on every hand. We believe that every applicant should have had at least one term of normal training and that this should be made one of the requirements for certificates.

Our last Normal Institute was a success in so far as it was possible to make it a success. There is a question whether the teacher gets value received at the institute. In most of the counties, the institute is held between the middle of June and the first of September—the hottest time of the year—and we believe that the teacher loses more vitality and energy by attending than she gains enthusiasm. Would it not be better to do away with the Normal Institute and in its stead have at the beginning or middle of each term a real inspirational meeting of two or three days duration, allowing the teacher's salary to continue while in attendance and compelling every teacher in actual service to attend?

One of the greatest needs of the rural schools is supervision. Nothing can contribute more to the successful operation of the public schools than wise supervision. The excellence of the town schools is in a large measure attributable to careful supervision. Without it all schemes for the betterment of school will fall far short of their full measure of success. The state

cannot afford to pay thousands of dollars annually with no agents to see how it is spent. It is too often true that the office of county superintendent is debased into a mere clerkship, and a very poor one at that. We have in mind an ex-county superintendent who did nothing in the way of supervision, but reported the whole number of visits during his last term to be 240, while it is positively known that he did not make a dozen visits. But let the county superintendent at all times discharge his duty faithfully and efficiently. The short visits which he makes, while they do much to improve the schools, are far from satisfactory supervision.

The only way rural schools can feel the benefits of intelligent inspection and direction is by consolidation, which subject we will not attempt to discuss here, but we are in hopes that before another year the county superintendent will be able to report progress along this line.

JACKSON.

C. C. DUDLEY, COUNTY SUPERINTENDENT.

Jackson county, the home of the first governor of Iowa, Ansel Briggs, consists of eighteen townships, and with a variety of surface that includes everything from smooth prairie in the south to the rugged scenery in the northern portion which has given to that region the well deserved name of "The Switzerland of Iowa." Her school status varies almost with her surface embracing as it does many well equipped village, town and city schools, from which not a few have gone to earn a fair repute in higher and broader fields of industry and learning. Hardly a college in the land, from our state institutions to Yale, Oberlin, Mt. Holyoke and Wellesly but have conceded honors to Jackson county students. The high school at Maquoketa has sent out successful teachers to other states, Chicago and Omaha count several among their best. A large business college has one for president and the Chicago University numbers one among her popular professors.

On the other hand with a contrast equal to that of her scenery, she has many obscure rural schools, characterized by high local taxation but with the scantiest of school facilities. The average cost per pupil is twice that in many of the larger schools, and arises largely from a mistaken persistence in clinging to the "rural independent" form rather than to the township organization, in which the schools are generally far better. The adoption of the township plan by law would work out an easy solution of the many perplexities which now obtain.

Nationalities also vary as do other conditions. In one school of two departments, pupils read, recite, sing, etc., both in good English and German, but at play use only the Luxemburg dialect. With other districts respectively Irish, German, English, with corresponding differences in appreciation of, and opinions concerning school work and management, it is not easy to marshal the various portions of the county into one harmonious whole. But the sense of American citizenship and official and moral responsibility are gradually but surely helping in this direction.

One other real want that perhaps overshadows all others, is a county high school, in which the thorough preparation of rural teachers may be made as

prominent as is the preparation of students for college in the city high schools. So many bright intellects are in the country districts, undeveloped under present conditions, like diamonds in the rough, yet more than worthy of far better opportunities.

Their possibilities are not recognized and perhaps never may be until the state will wipe out the little impoverished rural independent and also establish a county normal school, all of which is probably true in many another county, as well as in Jackson.

JEFFERSON.

ANNA WHITE, COUNTY SUPERINTENDENT.

Owing to the fact that the educational needs of this county are prominent in my mind these will be mentioned before the educational advantages.

The present educational need of our county is a desire of many of the patrons for better schools. A desire that will bring about the willingness of the taxpayers to pay better wages in order to secure and retain better teachers. The proficient experienced teachers seek and are sought for the more paying positions in teaching and other occupations. This leaves every year many vacancies in the districts that pay the lowest wages to be filled by the young and inexperienced teacher, who will often accept any place "just to get a start." The schools are greatly crippled because of the young army of inexperienced teachers that come in the school room every year. The supervision of the county superintendent is not what it should be because of lack of time caused by the amount of clerical work that must be done.

The indifference of some school boards is often a hindrance to the best interests of the school. There should be some standard of eligibility from an educational standpoint for school officers, and they should be paid for their services. As a rule the best citizens will not serve as a school director; this often leaves the matter of education in the hands of, sometimes well meaning, but incapable men. A better condition might be brought about by having fewer members of the boards, and the directors of the county constitute one board for the transaction of certain educational interests, and that it be made obligatory upon them to meet at least four times a year in convention with the leading educators of the county to discuss plans for bettering our schools. At these meetings questions of supervision, school law, course of study, etc., should be discussed.

The course of study as provided by the state department is used by nearly all teachers in the county in the schools where no other course is adopted. The school boards of the rural districts are slow to adopt any course of study.

Our county institutes are well attended and as a rule teachers give their hearty co-operation in making the institute interesting and profitable.

We have a county teachers' association. This association holds meetings on Saturdays in different parts of the county. Teachers and patrons take part in these meetings, and they are interesting and well attended.

The attendance of the children at school is good compared to the distance many have to go. The effects of the books introduced in the rural schools by the new library law is noticeable and results are very satisfactory.

JONES.

CLIFFORD B. PAUL, COUNTY SUPERINTENDENT.

The present status of education in Jones county is what comes to every well-ordered western community after half a century of development. It is the natural result of the accumulation of wealth and the increase in population.

The first school master was Barrett Whitmore who came over from Dubque county in 1838 and taught the Bowen prairie school in the winter of 1841. Seventeen years later he was called to the newly created office of county superintendent. The old school master of Bowen's prairie has long been called home to hear from the Divine Teacher "well done." In the office since that time many men have held sway, wafted in and out by every shift in the political breeze. For the most part they have been earnest, fearless men who have served with credit to themselves and honor to their constituents.

In the early days, several church and private schools were founded. Olin college was organized in the 70's, but like many pioneer institutions its days were few and full of trouble. As the country grew in wealth and population, the public schools began to strengthen their curriculums to meet the growing demand for a broader education. At present we have eight schools with high school courses, two of which are on the accredited list. Fourteen teachers are doing high school work exclusively.

The annual institutes have usually been planned to be both inspirational and academic in character. One short spring institute has been held which was entirely inspirational. During the last few years, a popular entertainment and lecture course has been given in addition to the regular work. On the faculty, such talent as Seerley, Sabin, Bloodgood, Longwell, Laylander, Jonathan Piper, Dr. Emerson White, Prof. Earle Sparks, and Miss Eva Kellogg have been employed. Last year the course was made entirely elective—a plan which gave excellent satisfaction.

For thirteen years an educational paper has been edited by the county superintendent. It serves as a medium of communication between the various school interests of the county. All the teachers and most of the school officers receive it regularly.

The library movement received early recognition in the county. The first report on the matter shows 130 volumes in all the schools. In 1893, there were only thirty-three volumes in the country districts. Now we have in the rural schools almost 5,000 volumes with a total of 6,000 in all the schools. These books have been purchased through the efforts of the teachers and pupils with very little aid from the district funds.

The time now seems ripe for a decided progressive movement along all lines of educational work. The library law insures that enough books be purchased each year for the urgent needs of the schools. Great interest is manifest in the legislation relating to the teaching of the elements of vocal music. Since the opening of the present term five rural schools have purchased organs to facilitate the teaching of this branch. In the town schools, four of the boards have hired a special teacher. The people are turning to the consolidation of districts and the transportation of pupils as a panacea for

most of our educational ills. While very little action has been taken, public sentiment is strongly in favor of these changes.

KEOKUK.

W. H. GEMMILL, COUNTY SUPERINTENDENT.

Normal Institutes. The institutes are well attended. As a rule the teachers are interested and attend the entire term of two weeks, beginning the latter part of the month of July or the first of August. The enrollment is usually about 250.

Until the present year (1901), an examination has been given the last three days of the session, but this summer it was held the latter part of the week preceding the beginning of normal. This change proved very satisfactory to all concerned, and convinced us that better institutes will follow such changes.

It has been the aim of the county superintendent during the past four years to make the normal institute more and more inspirational, the work being more along the line of professional school life rather than mere textbook, or academic knowledge, creating an enthusiasm and love for the profession and the cause instead of teaching those elements which they are to impart to the child.

Teachers' Associations. A county organization is maintained, and meetings are held in various parts of the county annually. As many conventions are called as possible. The program usually consists of a Friday evening session when a lecture on some educational subject is delivered by some prominent educator, and two sessions Saturday. The meeting in the forenoon is informal, and everyone present is invited to take part in the discussions; the afternoon programme consists of papers and discussions. These conventions have proven very beneficial, and the teachers take much pride in their success.

The various districts or townships into which the county is divided also hold one, two or three local meetings during the year. To all of these meetings, whether county or local, school officers, parents and pupils are invited.

Course of Study. Every rural school is supplied with a copy of the course of study recently prepared by the state superintendent, and the teachers are making a noble effort to live up to it as far as the conditions of the locality, and the character of the school will permit. As the smaller towns and villiages had previously prepared courses of study for their schools the course just mentioned has not been adopted, but the county superintendent has recommended the adoption of the same as soon as convenient. As a rule the people of the rural districts are favorable to the course of study and believe in the teacher following the same. They realize its necessity and desire its results.

Teachers. The teachers are improving educationally and professionally. Many of them are graduates of good, reputable institutions, many more are students in such schools and colleges, while most of the remainder are graduates of some good high school. They are faithful and conscien-

tious, and we are often pleased by hearing the remark made that the teachers of Keokuk county are a noble class of people.

One thing noticeable is the large proportion of young men teaching compared with the number a few years ago.

Libraries. Prior to the enactment of the Library Law the library sentiment was fast gaining ground throughout the county. In some parts small libraries had been established, and the sentiment there was exceedingly strong, but in other parts the people regarded the library as a fad, and in consequence there was much opposition to a school library of any kind. When the law which required each school corporation in the rural districts to purchase books for a library went into effect in 1900, the opposition in some parts of the county was very stubborn. However, most of the districts complied with the law, though many boards refused to set apart a cent more than was absolutely required, secretly hoping that the books would prove useless and the entire scheme a nuisance. However, we are glad to state that the law, after one year's trial, has proven more satisfactory than was even hoped for by its most loyal supporters and sanguine admirers. Then, with some three or four exceptions, every rural school in the county has a library, though some of them are indeed very small. The graded schools are quite well equipped with good working libraries, and are continually adding thereto.

KOSSUTH.

F. H. SLAGLE, COUNTY SUPERINTENDENT.

Kossuth county, containing a larger area than any other county of Iowa, has contained within the last few years large tracts of land undeveloped. Now these lands have been purchased by actual settlers from the land speculator and schools have been established so that but few children live at a distance of more than two miles from the school. But three counties had a greater number of country schools last year, and with six new buildings this year, Kossuth will be near the head of the list. While these results are gratifying, the poor roads leading to many of the schools have been detrimental to the favorable consideration of central schools. A large amount of improvement must be made on country roads before the majority of school patrons will consent to centralizing schools. The roads of this county are being made better as rapidly as money and labor can be secured, and in the near future some of the older townships will no doubt erect good central school buildings.

Owing to the number of schools and absence of any assistance in clerical work, the superintendent is not able to supervise the school work of the county by personal visitation of schools as well as is desired. However, a system of township educational meetings has been formed and here the teachers and officers of each township meet usually once each month during the winter for mutual benefit. During the last winter more than fifty such meetings were held; the superintendent was present at least at one meeting in each township, and in some cases twice. These meetings met with the hearty support and approval of all interested in education and some desirable results were secured for the schools, at once.

Seeing the great need of a uniform system of text-books for the county, an effort has been made to secure this much needed benefit. As county uniformity was found almost impossible by a direct vote, the school boards of each township sought to secure the same result by township adoptions of the same texts. Now, at least four-fifths of all the school townships have adopted these same books and the beneficial results are at once apparent. The remaining townships will no doubt soon take action to secure the same text for their schools. With this secured, the work of both teacher and pupil will be more efficient, while the money expended for books is less.

The good work of the teachers' institute for 1901 is commendable. With an enrollment of 240, the attendance was almost perfect. Each teacher seemed eager to receive all the benefit possible from the two weeks' work. The plan of conducting the institute, according to high school methods, proved successful. Order in hall and recitation rooms was maintained as in regular school work. Each teacher was assigned to a certain grade and required to attend all recitations of that grade. Roll call was required before each recitation. Credit was given for notes on lectures when books were handed in. Order, method and recitations were such as to give teachers an object lesson in conducting their own schools.

LEE,

J. S. STEWART, COUNTY SUPERINTENDENT.

"The first school in Lee county was taught at what is now the village of Galland, formerly Nashville, in 1830. Berryman Jennings, late a millionaire in Oregon, was the teacher.

"The second school of which we can find any direct trace was taught at the 'Point,' now Keokuk, in 1834, by Jesse Creighton, a shoemaker. Among Creighton's pupils was Capt. James W. Campbell, now of Ft. Madison. All the others have long since removed to other parts of the country and most, if not all of them, have passed over the dark river to the shores of eternity." (History of Lee county, page 539.)

Capt. J. W. Campbell of Ft. Madison and Capt. Washington Galland of Montrose were pupils in Berryman Jennings's school in 1830.

FIRST SCHOOL HOUSE IN IOWA.

(See Frontispiece.)

DEDICATED TO CAPTAIN WASHINGTON GALLAND, MY FIRST SCHOOLMATE IN IOWA, IN OCTOBER, 1830.

This log school house, with clapboard roof and puncheon floor,
Except in childhood's memory is no more;
Jennings, our teacher, and schoolmates too have gone before,
And none survive but you and I, that played before its door.

Aw-wi-petuck, the Sauk, and Mis-quw-ke, Indian names
For the place, where placid waters break o'er rocky chains;
But later Nashville it was called, after the Sku-ti-che-mon came.
And by "Galland" now we know it, who made the first white settler claim.

Here in 1830 by the upper lock, now along the shore,
Is where Iowa's first school house stood in days of yore.
While other counties claim the honor justly due to Lee,
But an alibi can yet be proven, "Wash.," by you and me.

—*J. W. Campbell.*

FT. MADISON.

The first superintendent and principal of the Ft. Madison schools was Z. B. Bowers, who in turn was succeeded in order by Hon. William G. Kent, Mr. A. L. Belles, Mr. Nelson Johnson, Rev. J. R. Noble, Mr. Arthur A. Webb, Mr. N. C. Campbell, Mr. C. H. Dye, Mr. C. H. Morrill, and Mr. C. W. Cruikshank, the present incumbent.

During the last fifteen years five large and suitable school buildings have been erected in this city at a cost of \$85,000. Thirty teachers are employed in the schools. The course of study is broad and comprehensive. The citizens of Ft. Madison and vicinity are justly proud of their schools and especially of the high school; its work being of the highest order places it on the State University's list of "accredited" schools.

KEOKUK SCHOOLS.

"Until 1853 the school buildings of Keokuk were of the old-fashioned primitive kind, generally one story, and a single room large enough to accommodate a single teacher and twenty to thirty scholars. John McKean, one of the first school masters of Keokuk, taught in a round-log house sixteen by eighteen feet square which stood in the hazel bushes on the ground now occupied by the Toledo, Peoria & Warsaw railroad offices at the corner of Third and Johnson streets. This school house when first built had a log cut out for a window." (History of Lee county, page 652.)

Since those early, pioneer days the schools of Keokuk have gradually improved, and today they are numbered with the best and most progressive schools in the state.

The first principal of whom we have any definite information was Principal Torrence, who was succeeded in order by Principal Kimball, 1856-57; Principal Rufus Hubbard, 1857-60; Principal Brigham, 1860-62; Principal G. R. Parsons, 1862-4; Principal Rufus Hubbard, 1864-65; Principal B. F. Ogden, 1865-66; Principal S. M. McClain, 1866-68; Superintendent W. W. Jamieson, June 13, 1868, to January 26, 1893; O. W. Weyer has been superintendent since February, 1893.

The enterprising citizens of Keokuk have erected nine large, substantial school buildings, and several smaller school houses for the suburban schools, all valued at \$225,000. Sixty-nine teachers are employed in the different departments of the schools. The high school is well supplied with fine chemical and physical laboratories, and it is also supplied with a large and carefully selected library. The course of study is excellent throughout, and the school occupies a high place among the "accredited" schools of the state.

The schools of Montrose, West Point, Franklin, Primrose, Donnellson, Charleston, New Boston, Summitville Mt. Hamill, Croton, and Vincennes, are in good condition under the care of earnest, efficient teachers and principals.

The school township and rural independent schools are important factors in the general education of the young people of the county, and there is a noticeable improvement in the work that is done in these schools and we are pleased to note that many pupils throughout the county have completed the course of study in these schools and have been admitted to the high schools in this and adjoining counties.

The first teachers' association in Lee county was organized May 14, 1881, by George C. Lewis, B. J. O'Brien, N. Messer, Mary B. Anderson, Emma Estes, Florence Backus, Anna Campbell, Jessie Wilson, Ida Duncan, Belle Pearce, Hattie Soloman, Cora H. Pitman, Sallie R. Smith, A. A. Webb, O. F. McKim, N. C. Campbell, David Compton, Andrew Nelson, A. L. Cruze, and J. S. Stewart.

COUNTY SUPERINTENDENTS.

John A. Nunn, who held the office from 1857 to 1860, was the first county superintendent. He was succeeded in order by Rufus Hubbard, 1860-64; Z. B. Bowers, 1864-68; Hon. William Kent, 1868-72; Hon. James Pollard, 1872-74; Hon. Wesley C. Hobbs, 1874-76; W. J. Medes, 1876-80; J. S. Stewart from 1880 to 1886; W. J. Medes, 1886-87; J. J. Dofflemeyer, from 87-88; J. J. Rohrbach, 1888-92; W. C. Anderson, from 1892 to 1894; A. L. Balles, from 1894 to 1898; J. S. Stewart, from 1898 to 1902.

TEACHERS' INSTITUTES.

During the period from January 1, 1868, to January 1, 1874, County Superintendents Kent and Pollard conducted teachers' institutes annually, and also held a number of interesting and profitable teachers' meetings.

The first normal institute of four weeks session was conducted by Superintendent Hobbs in August, 1874. Since that time an annual normal institute of from two to four weeks term has been held in the county.

A retrospective view through the past forty-five years shows us that the old log cabin school houses were replaced with "better school houses," and that recently, modern "up-to date" school buildings are taking the place of the "better school houses." And we feel warranted in making the statement that by the united and persistent efforts of the teachers, principals, city and county superintendents, aided by an intelligent and progressive people, Lee county has kept pace with the educational progress and spirit that has characterized the people of the United States during the last half of the nineteenth century.

The greatest needs of the county are, first, better school buildings for the country, town and village, schools, in regard to the lighting, heating and ventilation of the school rooms.

Second, the consolidation of the districts where there are only a small number of pupils in each district, and the proper transportation of the pupils to a good central school.

Third, properly educated and trained teachers for all schools. The right education of children implies and demands competent teachers as instructors. This rule applies to all schools in the state. To secure the services of competent instructors, two important considerations must be offered to all applicants for the position of teacher. The state must make provisions for the proper training of all public school teachers, and permanency of position and salary must be the security offered to all teachers elected,—subject to

- removal only for dereliction of duty, immorality, etc., as may be provided by law. Until these important questions are squarely met and settled, the teacher's calling will never receive that recognition, protection, and recompense, that its importance demands, as a factor in the elevation of the masses preparatory to self government and the perpetuation of American liberty.

LOUISA.

C. M. DONALDSON, COUNTY SUPERINTENDENT.

In glancing over the suggestions from the state department we conclude that the pressing needs of our immediate county are the ones to receive our attention in these remarks.

(1st) The county institute. What can we do to provide normal training for our teachers?

Louisa county enrolls on an average 130 teachers annually at the institute; about one hundred take examination at the close of institute; about one hundred take examination during the year; plus the \$50.00 received from the state makes an amount of \$380 for yearly running expenses for the institute, which is so limited we must either hold a very short session or do without the very helpful lectures that so materially add to the benefit of the institute course.

We feel that two things are necessary: (1st) Compulsory attendance at institute and (2d) \$100 from the state in place of \$50.00 as it now stands.

(2d) Supervision:

The place for the county superintendent to accomplish the most good is in visiting the schools, inspecting buildings, grounds and apparatus, and counseling with teachers in regard to the work and condition of the schools.

The library law as it now stands occupies much of the county superintendent's time and attention, as many of the school officers are loath to meet for the selection of books, whereas if some other means were provided for the selection it would leave much more time for supervision and visitation.

Another weak place in our law is where it makes it possible for the board of supervisors to thrust the burden of handling the county text-books on the county superintendent, thereby compelling him to spend much time in packing books to send to depositors, when such time could be much more profitably spent in visitation.

The county superintendent is being more and more looked upon as the central figure in educational matters, and I am of the opinion that more is expected of that individual than he will be able to perform.

LUCAS.

C. F. GOLTRY, COUNTY SUPERINTENDENT.

The people of Lucas county have been very fortunate in the administration of their school affairs, and have enjoyed in the fullest measure, the

blessing and benefits derived from the free school system. They have been liberal in providing funds for the establishment and maintenance of the public schools, yet conservative in the disbursement of those funds, and diligent in their efforts to derive the greatest good from the expenditures necessary to keep in progressive motion the machinery of the system.

In general, it may be said that the educational work of the county is receiving its full share of attention, is progressive, and possesses sufficient real genuine merit to dignify our schools with the rank attained by those of the other counties of the state.

In estimating the worth of the schools of the county, it is but just to make honorable mention of the teachers in the rural schools, upon whom is placed the heaviest burden of educational work, since by far the greater number of pupils obtain from them the rudiments of an education, than from their sister teachers in the grades.

The difficulties under which they labor are greater, from a lack of adequate facilities, and from the greater number of grades and classes for management by the individual teacher. Yet through all the difficulties incident to rural school work, these teachers have maintained for the schools a standard of excellence which will reflect credit upon their labors for years to come.

The teachers of Lucas county have shown very substantial interest in the normal institutes, and in the Lucas county teachers' associations. The number of teachers required for the schools of the county, both rural and graded is one hundred thirty-one, and the enrollment at the last normal institute was one hundred fifty-four; no member of the institute being tardy, or absent from class more than three times, and fully three-fourths of the enrollment were perfect in attendance.

The Lucas county teachers' association holds five meetings in the school year, meeting once in each of the five towns and villages of the county. Each teacher is expected to attend at least two meetings and to take some part in the discussion of any subject that may be under consideration at the meeting. The attendance at these sessions of the association ranges from thirty to sixty exclusive of visitors.

In these meetings, much good results from commingling of teachers, as well as from the program, which consists of papers on professional subjects with discussions, music, model class recitations, and talks from patrons.

The enrollment in the county is about four-fifths of the school population. Five thousand pupils of school age, and four thousand enrolled in the schools, with an average daily attendance of near three thousand. Ninety rural and forty-one graded teachers are employed for their instruction.

As the state library law became operative last year, it seems fitting to mention briefly the attitude of patrons and teachers toward the establishment of rural school libraries. In a number of districts, more or less opposition was developed by patrons who questioned the usefulness of such libraries, and presaged the early destruction of the books by careless and unscrupulous pupils. But upon reading the law and the regulations for the care of the books, the opposition was at least allayed, and by the first of December, every rural school in the county had complied with the law. So far this year, orders for books have been more liberal, and the measure bids fair to meet with general favor and success. The teachers have been almost a unit

in favor of the law, and many have supplemented their stock of books by patronizing the State Traveling Library.

LYON.

A. W. GRISELL, COUNTY SUPERINTENDENT.

Supervision in Lyon county is much the same as in other counties. More of it in name than in fact. During the year there have been the following meetings held in the county for educational purposes: Two county meetings, seven district meetings, and ten township meetings. I am led to believe that the township meeting is the farther reaching.

Our four weeks institute was fairly well attended. The first two weeks was strictly academic, the last two weeks were devoted to methods.

The course of study, or "Hand Book," did not reach us in time to do much with it last year, but it will be used this year.

All but one of our country districts have purchased libraries in accordance with the law. School officers are so varied and changeable that I will simply mention them. "What cannot be cured must be endured."

Consolidation is only local. No systematic consolidation exists. One of the greatest needs of the country schools is educationally qualified teachers. "The man with the hoe" has deprived us almost entirely of young men teachers. The wages he pays the young man exceeds that paid for teaching. Many of our directors need converting (schoolically). They are willing in many cases to continue in the same old rut, using the same old plans of their fathers and grandfathers. They reason on the principle that "What was good enough for me as a boy is good enough for my children." The old box-like school house, built after the century ago plan, the teacher who can board around or live in the open air, is sufficient for all ordinary purposes. In fact, so-called commercialism has reached the country district, and if there are no dollars in it to them personally, the school gets only a passing notice.

However, our schools are not as bad as they might be. Our teachers compare favorably with other counties in the state. Our directors generally devote about as much time to the work as they could be expected to do for the salary they receive. Our institute would be better attended if all teachers who teach in the county were obliged to contribute to its support (so long as it must be supported by the teachers.)

I have omitted statistics, as they will appear in the annual report.

MADISON.

H. D. SMITH, COUNTY SUPERINTENDENT.

In school work and educational matters Madison county will compare favorably with other counties. We have teachers from other counties and from other states, and some of our teachers are working in other counties, and some in other states. By this we may compare our work with that of others.

This county contains 171 school-rooms, of which 134 are in the country. There are seven graded schools, giving employment to thirty-nine teachers. The districts are so arranged as to accommodate almost all pupils, very few having more than two miles to travel to school.

Some of the graded schools are crowded and need more room and more teachers. Two of them have this year increased the number of teachers and provided more room and others will do this soon. It seems to be the tendency in our graded schools to follow too closely the "machine" or "promotion process," and to permit pupils to take up high school work before they are ready for it. This will be remedied by having more help and better work done in the seventh and eighth grades, and before graduation, allow the pupil at least one year for thorough review of the eighth grade work. Our high school principals reach "too high too soon."

Our country schools are not thoroughly graded, but as well as is conducive to good work. The pupils are classified sufficiently so that the number of classes are such that the teacher can well arrange her work and have ample time for recitations and individual help. Our plan is not to follow, exactly, the course of study, but have the classes so arranged that the pupil may receive the attention and may do the work he needs. No pupil is given a diploma until all of the work outlined in the course of study is completed, though it may not be done in the regular order.

The term of school in the rural districts varies from seven to eight months. In a majority of the districts they have eight months. Twelve school townships and four townships of independent districts in our county. Interest in the school by the director is better, where there is only one director. If all districts were independent, and one director in each, it would be an improvement.

The salaries paid teachers are not sufficient. Wages vary from \$25 to \$36 in rural schools. If 20 per cent were added to the wages more than 20 per cent would be added to the value of the schools.

Thirteen school-houses have been built in the last two years. They are good buildings, well lighted and well furnished. With few exceptions, the school-houses are kept in good condition, neat, tidy, and home-like, and are supplied with sufficient apparatus. Many of them have stone slate for blackboards. While we have some very pretty and shady school grounds, some are "barren wastes."

A change of teachers is too often made, but many of our directors are now contracting for two or three terms. If the term of office of director expired during the summer vacation there would be fewer changes of teachers in the spring. In some cases the parents meddle with the school and "have to be taught" and so cause the school work to suffer.

Our normal institute is well attended and is a factor toward bettering the work of the teacher. It helps to create a professional interest in teaching and is a source of inspiration for the teachers. Our aim has been to make the institute better rather than larger. The methods used are similar to those used in other counties and the object sought is to benefit schools.

Too many teachers meetings are a detriment because it is a burden for the teachers to attend at all times, and non-attendance has a tendency to cause a loss of interest in any. A few meetings, and those well attended, is what we consider better, and have had fairly good success in those. We

have had several meetings conducted on the "round table" plan which have been very good.

A visit to each school during the year helps to keep up the interest, and there is not a teacher in the county whose work has not been inspected by the superintendent.

While we closely observe each teacher's work, we do not approve of too much superintending and supervision. We wish the individuality of the teacher manifested.

Excepting two or three small districts all are now provided with library books. Teachers, pupils, and patrons are well pleased. The libraries will be kept up.

All of the branches usually taught in public schools are taught in this county. In examinations for certificates and diplomas there are more failures in arithmetic, orthography and grammar than in any other branches. We do not know why this is so. Music is receiving its full share of attention and no doubt good results will follow. Algebra, civics and elementary physics is being taught in many country schools.

Last year twenty from this county attended the State Normal, eight or ten the State University, several went to Ames. We expect to keep pace with our neighbors, and our people stand ready to accept any advance along the line of schools.

MARION.

W. F. CREW, COUNTY SUPERINTENDENT.

Personal supervision is given as wide a range as seems consistent. The many duties of the office of county superintendent renders it impossible to give much personal attention to each school. However, through the assistance of school officers and teachers and by visits made in person there is a unison of action along this line that is quite encouraging.

Our annual teachers' institutes are conducted on the plan for the greater development of professional interest rather than confined to text-book or academic work. The sessions extend over a period of two weeks, with an annual enrollment of about two hundred and thirty teachers.

The course of study outlined in the hand-book for Iowa schools has been adopted by many school boards, and others are considering this matter favorably. A uniformity of school courses of study would add much to general results. Our best teachers approve of the course and are using it successfully.

A number of our schools are quite small and thus a lack of interest and high tuition prevail. There are one hundred eleven independent districts and four school townships, within the borders of Marion county. The schools generally are in a prosperous condition and the interest in the educational work is quite apparent.

With few exceptions the teachers are active and willing to do their part in the advancement of any movement for the furthering of education. The number of male teachers is small compared with the number of female teachers. In fact the number of teachers in the county has been decreasing

for the past two years so that there is now some difficulty in supplying the schools with teachers.

On account of contagious diseases in some localities the attendance was lowered considerably the past year, otherwise the attendance has been very good.

In a few instances the school boards have either failed or refused to comply with the new library law. The enforcement of this measure will be necessary in a few cases. Where boards have purchased the books the patrons and pupils have generally been delighted with them, and thus the school boards have appropriated the full amount.

There is one college in the county, Central College of Pella. It is a denominational institution, and was established in 1853. It has had an excellent influence upon the public school work and in the preparation of teachers.

Many school officers are ready and willing to push the school work along, hire good teachers and pay them liberally for their services, but others run their schools on the low wage and short term plan. The latter method has worked to the injury of a number of our rural schools. The school boards as a whole are made up of good business men and to them we are indebted for able and efficient service.

The greatest educational needs of this county are, school boards that will take greater interest in educational matters, more and better facilities for the education and training of teachers, and uniformity of school courses and text-books.

MITCHELL.

JAY A. LAPHAM, COUNTY SUPERINTENDENT.

Ninety-six (96) teachers are employed in the rural schools and forty-five (45) teachers in the village and town schools.

At the village of Little Cedar, in Liberty township, a high school for the six sub-districts has been in successful operation for nearly five years. The people of that township wish to center all their school interests at this place. As the older children go to the high school it seems convenient to take the smaller children along to the same school ground. Three teachers are now employed at this central school.

At McIntire, in Wayne township, two wagons are sent out daily to convey the children to and from school. In different parts of the county the interest in the central school is increasing. Where there is a good rural school with a good house it seems well not to disturb it.

Much enthusiasm has prevailed the last year over libraries for our public schools. At a teachers' association held in December, January 25, 1901, was set apart for library day. Later a generous offer from Hon. Geo. W. Schee of Primghar, Iowa, gave added impulse to the movement; so that over \$2,700 has been raised for libraries. This will add greatly to the interest and efficiency of our rural schools. To the teachers of the county much credit is due, as they were largely instrumental in securing the money.

The course of study prepared by the state department is well followed throughout the county. Crowning this course, over forty common school

diplomas were awarded last year to those who had completed the required course of study for rural schools. Graduating exercises were held in connection with the granting of the diplomas. In nearly every case several schools united in an evening program at some country church, or at a central school-house. Parents and patrons were deeply interested in these exercises. In a small way they had commencement in their home schools. The children respond with enthusiasm when they have competent teachers. The common school diploma is a strong factor in giving system and effectiveness to our rural schools.

In addition to the ten graduating exercises held in connection with the granting of the common school diplomas, there were ten teachers' association and educational meetings held in the county.

The Cedar Valley Seminary, an academy with a history of nearly forty years, located in Osage, has been a strong factor in the educational development of the county. The St Ansgar Seminary has also done much good work.

Nearly all of our schools now have comfortable school-houses, well warmed, well lighted and well seated. There is room for improvement in the grounds, apparatus, and general supplies.

We have a number of good teachers, but we need many more who, in addition to native gifts, have enjoyed good training.

The teachers' institute, held for one month in July and August, was attended by 159. There was excellent interest. Special attention was given to music, drawing and primary work.

MONONA.

F. E. LARK, COUNTY SUPERINTENDENT.

While the conditions of the schools in Monona county are not all that can be desired, yet I can see many evidences of improvement. I am satisfied in my own mind that unless we have consolidation of schools, the conditions will never be very much better than they are today. Some advancement will be made, of course, but we will not reach the standard so much desired. The most intelligent people of the county are seeing the advantages of the central school, and the sentiment in favor of consolidation is gradually gaining favor. The question of transportation is a difficult one in this county because of the hills in the eastern part of the county and the heavy gumbo roads in the western part.

Buildings, apparatus, etc., are not only necessary to the work of the schools, but the character of these things indicate very truthfully the degree of interest manifested in education by the people of any given community, and progress in this direction may be accepted as evidence of a healthy educational sentiment. While our advancement along these lines has not been as great as we would like to report, yet we have noticed a marked improvement. We have some excellent buildings, yards well fenced and cared for, and the directors and the people in many townships are interested in keeping the school property in good repair and the teachers supplied with all useful apparatus. What we need in this direction more than anything else is a

better knowledge of the importance of proper light and ventilation. I think that the time has come for the legislature to pass some law requiring some reasonable provision to be made for better light and ventilation in all future buildings.

We have a large number of live, earnest, moral, and progressive teachers, who are willing to devote time and money, and to sacrifice many pleasures, that they may know that their work in the school room has been well done. Many of them have attended school at Cedar Falls and other places, are present at the normal institute and teachers' meetings, read good books and educational journals, and take advantage of every opportunity to better fit themselves to do good work in the school room. I have noticed a great change in the decoration of the school room in the past few years. Our teachers are realizing the silent influence of plant and flower, of mottoes and pictures, of clean floors and neat surroundings on the thought, life, and character of the child. I go into many school rooms that are the very picture of neatness and order. The stove is nicely blacked, the floor is clean, the windows have white sash curtains, the walls are decorated with beautiful pictures, copies of the works of the master-artists, and everything has an air of cheer and comfort which means much to the future of the child. We have started a teachers' library which contains the latest and best books published and we expect to add to these each year until we shall have a large collection of books pertaining to the general culture and the professional training of the teacher.

I am sorry to say that boards of directors have been slow to comply with the provisions of the late library law and many of the rural schools are still without a library. Gradually, however, directors are voting money for this purpose and I think that before long all our schools will have a good working library.

What we need is a stronger public sentiment in favor of the very best things in education. With the help of directors, teachers, and friends of education, we are doing what we can by means of public meetings and other agencies to impress upon the public the importance of properly training and educating the child. To the people, to directors, to teachers, to the Department of Public Instruction, to the press, and to all who have aided us in any way whatever, I return my sincere thanks.

MONROE.

ANGIE REITZEL, COUNTY SUPERINTENDENT.

One of the great needs of the teacher, especially the country school teacher is more careful training along the line of theory and expression. Many go into school work with no training except what they receive from a country school which was probably made up of all the eight grades from first primary to the grammar division. There may be many reasons why the young teacher can not be sent to an especial training school. So we find that it becomes very necessary to make our school institutes answer in a small measure this need. Too frequently our instructors soar so far above

the comprehension of the ordinary individual that the student is left with a vague feeling of something missed, but what? We want teachers who are practical; who will give us the best method of presenting the common branches so that our boys and girls will get the most in the least time.

Only our most intelligent men and women should fill the office of school director. Too often this is controlled by a faction who think more of personal feeling, than of the benefit to the children.

Give us officers who are judges of good work when they see it, men who are interested in the welfare of every child in their district, and who can find time to visit the the school once in awhile at least.

MONTGOMERY.

MABEL C. HANNA, COUNTY SUPERINTENDENT.

Having been appointed to fill the vacancy by Mr. McCulloch's resignation, I entered the office with almost no idea of what would be required of me, nor of what had been done in the past by the superintendent.

I know the schools generally are in a good, flourishing condition, as is shown by the reports from secretaries and treasurers. The Red Oak schools especially are doing well and the number of pupils attending from the rural districts is greater than any preceding year.

O'BRIEN.

ELLA SECKERSON DANIEL, COUNTY SUPERINTENDENT.

O'Brien county has six graded schools, and 134 rural school buildings, four of which are closed, the children being transported to other schools.

In our six graded schools are fifty-five teachers, sixteen of whom hold state certificates, and one a life diploma. Four of the 130 teachers employed in the rural schools hold state certificates; thirty-eight hold first grade, and eighty-eight hold certificates of lower grades.

In 1893, Hon. Geo. W. Schee of O'Brien county presented to each school a large flag. The stars and stripes float over every school house in the county, teaching lessons of patriotism and loyalty to the principles for which the flag stands.

Our library movement began in 1896. Previous to that time there were not to exceed 100 books in the rural school libraries in this county. In 1896 a citizen of Primghar offered \$100 to the five schools raising the largest amounts for the purpose of purchasing books for their libraries, to be divided as follows:

To the school raising the largest amount, \$30; to the second, \$25; to the third, \$20; to the fourth, \$15, and to the fifth, \$10. A similar offer has been made for five consecutive years and the results have been very gratifying to teachers, pupils, and patrons of the rural schools.

The rural schools have raised \$5,100, the donations have amounted to \$1,200.00, or a total of \$6,300.00 all of which has been expended for books for the rural school libraries. There are now in these schools 10,500 volumes, or an average of eighty books for each country school in the county.

The total number of volumes in the graded school libraries is 4,000.

The boards of the different townships have supplied from the public funds suitable cases for these books. In the libraries are found reference books, histories, and encyclopaedias; also story books which are used as supplementary readers.

We have also in our county an excellent teachers' library of 655 volumes divided as follows: Professional, 69; history and biography, 194; fiction, 153; travel and adventure, 135; poetry, 39; science and miscellaneous, 65.

This library came as a public benefaction from Mr. Schee, who gave \$100.00 a year for five years. The purchasing of these books has been under the supervision of the county superintendent, who has chosen the principals of the graded schools of the county for her assistants.

Teachers may become members of the library association by paying twenty five cents per year. A book may be kept one month, and by notifying the county superintendent the time may be extended one month.

No one thing has done more for the educational advancement of our county than has the library movement.

In closing up the work we hope for greater growth in the future; and feel that the good that has already been done will live on through the years bearing fruit in loyal, faithful work.

OSCEOLA.

T. S. REDMOND, COUNTY SUPERINTENDENT.

The boundaries of Osceola county were established in 1851. The first white settlement was made in 1870. The county was organized in 1872. The first school was taught in 1871, in a private house, the teacher being Mrs. Delia Stiles, who was also the first county superintendent. The first school house was built in 1871. The following data is taken from the first annual report of the county superintendent in the year 1872: Number of school houses, 2; average months taught, 4.2; number persons of school age, 260; average attendance, 51. The tenth annual report shows: Number of school houses, 46; months taught, 6.2.; persons of school age, 1,005; average attendance, 436. From the twentieth report we learn: Number of school houses, 80; number months taught, 7.2; persons of school age, 2,113; average attendance, 1,044. Twenty-nine years later (1900) the report shows: Number of school houses, 95; number of months taught, 7.7; persons of school age, 3,022; average attendance, 1,485.

With one exception, No. 6, Fairview township, Osceola county has provided a school house in every district within her borders.

The schools of the county are classified. In 1888 Superintendent W. J. Reeves introduced a system of classification, and in 1892 Superintendent F. W. Hahn placed the first Iowa course of study in the schools. In 1896 Superintendent T. S. Redmond secured the adoption of the Hand Book for

Iowa Teachers, and in the spring of 1901 the Hand Book for Iowa Schools replaced the old course of 1896. During these years classification has unified the work of the common schools and has been an aid in direction and supervision. A large portion of the county superintendent's time is devoted to inspecting schools, in order that he may become familiar with the methods used, the quality of instruction and discipline, and thus be able to render needed assistance. With few exceptions the course of study is followed and complete records left for succeeding teachers, and a copy of this record filed with the county superintendent, who has these records arranged by townships, indexed and bound. Hence a complete and permanent record of each school and each pupil may be found in the county archives at the court house. Pupils who complete the course of study are given a final examination. Those who meet the requirements of the examination are grouped in various convenient places in the county where graduating exercises are held, the program consisting of essays by graduates, songs and recitations by other pupils, remarks by local citizens, and an address and presentation of diplomas by the county superintendent. This system has aroused the interest of the older boys and girls and is believed to assist in keeping them in school.

There are 5,831 volumes in the ninety-one rural schools of the county, 1,410 volumes in the town schools. This is sixty-four volumes per room in the rural schools and ninety-four per room in town schools. Eighty-three per cent of the rural schools have book cases, 73 per cent have large flags. Books and flags have been purchased since 1896, with money raised by entertainments and donations. In this matter the county is indebted in a large measure to Hon. Geo. W. Schee of Primghar for both money and inspiration. The county teachers' library consists of over four hundred carefully selected pedagogical books, which are divided and placed in various points of the county and occasionally changed.

Osceola county institutes and lectures have always been classed as good. Much attention is given to pedagogy and primary methods. This work has been done by instructors of superior ability. The results show in the school room.

Our school boards have been, with few exceptions, composed of public-spirited citizens. School buildings as a whole are in good condition, both inside and out. Recently an effort has been made to beautify the school ground, with shrubs, flowers, etc. Where this has been attempted teachers have displayed the same devotion that marks their regular school work. The corps of teachers of this county has been composed largely of earnest men and women. This may account for their fidelity to duty and the pride and interest which they manifest in the welfare of the schools.

The people of the county are devoted to their schools. They seem willing to co-operate with those in charge of the instruction. Laying aside my official goggles and looking over the field as a citizen interested in this work, I sincerely believe the schools, as a whole, are in good condition, and that the educational sentiment of the county is good.

PAGE.

H. E. DEATER, COUNTY SUPERINTENDENT.

Page county has always been blessed with a strong educational sentiment. This in a great measure is due to the good influences of two colleges, a chautauqua, five high schools, a devoted pulpit and an earnest press.

In round numbers there are places for one hundred and ninety-five public school teachers in the county; and they are filled with teachers having made preparation for the work by taking high school and college training. Forty state certificates are in force in the county and the county certificates are of a high grade. The teacher standard is high and should be kept so. The number of teachers is generally equal to or little less than the number of places to be filled and competition is placed between boards for teachers instead of between teachers for positions, and such competition tends to hold salaries up.

An annual teachers' Normal Institute is held alternately in Clarinda and in Shenandoah of two weeks duration. It is conducted on the inspirational plan; is made full of life and enthusiasm, and of such a character that all teachers are encouraged to attend. For the past six years the average yearly attendance has been 241, and the best class of teachers have enrolled.

Two county teachers' meetings and eight sectional meetings are held in the county each year, and are conducted so as to attract teachers and patrons and friends of education, and to stir up professional interest in teachers and a better educational sentiment in the public.

The state course of study is closely adhered to and the pupils encouraged to follow and complete it. Through the liberality of the board of supervisors grade cards and classification records are furnished the schools, and every means is placed in the hands of the teacher with which to encourage the pupils to complete the work. The course has had a salutary effect upon the interest in the schools, and is doing much for the education of the youth in this county. Annually, at the close of the winter term a county rural examination is held by the county superintendent in five places in the county and pupils that have completed the state course and are recommended by their teachers are admitted, and those passing are assigned subjects within their grasp on which they are required to write short essays. Then a program is arranged by organizing the graduates into sections and the graduation exercises are held in various parts of the county on different dates during the month of June. The county superintendent attends these graduations and presents the diplomas, and this gives him a good opportunity to meet the patrons. These graduations are an effective means of arousing a better educational sentiment among the people. They have proved to be educational revivals in this county.

The Page county schools are well supplied with the International Dictionary, with encyclopedias, with library books and with all other apparatus; and best of all the teachers are making good use of these agencies. Soon under the new library law every school will be provided with a good working library. The school houses and premises are well kept in this county, and and the schools given good attention by school boards. One of the lesser needs of this county is, that boards should be smaller, and each member

paid for his services, and the tenure of the office of the sub-director should be increased to three years. Then much better service could be expected from school boards.

What are the greatest educational needs of Page county? It must be admitted that there are many things that Page county needs educationally, but just what are the greatest of these is a question on which there might be a wide divergence of opinion by our thoughtful men and women. But in the humble judgment of the writer the most pressing needs of Page county, and of the entire state, is larger salary and permanency in position for the public school teachers, and most especially, for the rural teachers. Larger salary would attract and hold better teachers. The time has come when our profession should be placed on an equal footing with other lines of business and other professions. The teacher, long ago should have been paid a salary commensurate with that paid other business and professional men. Teachers should be employed for a longer period than for one term or one year, and should always have assurance that they will be retained as long as they are worthy. Let the schools offer salaries and inducements becoming the profession and it will be a short time till new light will dawn upon our profession. Then we will have mature men and women in the schools for life giving their best thought to the work, and the school room will no longer be used as a stepping stone to other lines of business and professions.

PALO ALTO.

ANNA DONOVAN, COUNTY SUPERINTENDENT.

We believe that the educational work of our county is moving onward and upward. The quality of the work in the rural schools is very much better than ever before. We have an established course of study in our rural schools and being followed so closely that a pupil leaving any grade in our rural schools can take up the work in the corresponding grade in any town or city school in the county. The pupils receiving a diploma completing the common school course are proving some of the strongest members in our high schools. Every school in the county has a good library. Over \$9,000 has been raised by private subscription in the country schools in the past two years. The pupils are reading, enjoying and being benefitted by these books. The people of our county are in sentiment with the school work and are willing to co-operate with us in all our efforts to make it better. Hence our citizens, officers and teachers meetings are successful; our buildings are being made better and are better supplied with apparatus and material to work with. We feel that from every standpoint our schools are advancing in the right direction, and surely, though slowly, they are accomplishing all that can be expected of them.

I unite with the citizens of this county in pointing with pride to our rural schools particularly, for the progress and advancement in the past few years has been far beyond what we dared to hope for.

PLYMOUTH.

I. C. HISE, COUNTY SUPERINTENDENT.

The schools of this county are in fair condition although far from what we would like to see and what we think under certain conditions might be brought about. An increasing interest is being shown in the care and arrangement of school property. While it is nearly impossible to have better schools in a community than the people demand, yet much is being done in this county to cause a demand for better schools. All the schools are supplied with some working apparatus in the way of maps, globes and dictionaries. Most of them are supplied with charts for teaching the subject of physiology and hygiene with respect to the effect of stimulants and narcotics. The city school houses and grounds are in splendid condition. These schools are all amply provided with the best furniture and the most useful apparatus. In length of term the schools vary from seven to nine months.

NORMAL INSTITUTE.

The teachers of this county are divided into four classes for institute purposes and the work done is based on the outlines furnished by the state department. The instructors have been urged to impress the best method of presenting the work and do as little academic work as consistent. An especial effort was made to conduct the last institute along these lines, and the result was very satisfactory. Not much trouble is experienced in getting the teachers to attend the institute.

SYSTEM AND SUPERVISION.

All the rural schools of the county are pursuing a uniform course of study as laid down in "The Hand-Book for Iowa Schools." Each school is visited by the county superintendent at least once a year and in many cases two or three times as the urgency seems to demand. Teachers are urged to consult the county superintendent on matters of organization, classification, and general conduct of the school.

SCHOOL LIBRARIES.

Every school township and rural independent district met the requirements with reference to the purchase of library books. Circulars have been issued to the teachers and personal visits have been made to see that the best possible use is made of the books thus secured. In addition to the books purchased by the school authorities, teachers seem to have taken a renewed interest in raising funds from private sources and thus augmenting the list of books in the school libraries. The present library law is working very satisfactorily in this county and there does not seem to be much of a demand for its repeal. Many of the school boards are increasing the levy to the limit for this year. It has raised the discussion as to the possibility of free textbooks and seems to make a favorable showing for this much desired arrangement.

TEACHERS' MEETINGS.

For purpose of teacher's meetings the county is divided into five districts, each district having its own set of officers but all under the general direction

of the county superintendent. Each district holds at least two meetings each year. For the older and more advanced teachers a professional teachers' association has been formed, holding three meetings each year and doing advanced normal work.

POCAHONTAS.

U. S. VANCE, COUNTY SUPERINTENDENT.

The schools in this county have been made and systematized in the last ten or twelve years. During this period, the county has made great material advancement and the schools have kept up with the progress in other things. Previous to the nineties it required most of the county superintendent's time and efforts to organize the school and supply the teachers. Often it was a difficult matter to get persons of even questionable qualifications to take charge of the schools. There were, however, some cultured, sacrificing, men and women who had left homes of refinement in the east to make homes in the far west and who taught their neighborhood school, frequently in their own homes. People from the older counties of the state, from Wisconsin, Illinois and Indiana began to flock to this county in 1893 and 1894 and land advanced by bounds from ten dollars per acre to seventy dollars and more. The constant addition of vigorous, enterprising blood to the community has had a corresponding influence upon the schools. There has been what may seem to be an abnormal growth in school sentiment, school interest and in the schools themselves. To-day there is a greater interest in the school affairs of this county than is found in many of the older communities. There is a popular demand for better school officers, better school buildings, better schools and better teachers and the demand is being filled. Many modern rural school buildings have been erected, incompetent school officers have been dropped, the state normal as well as many of our private normals of the state has a large number of our best young men and women preparing for teaching; all the towns have excellent high schools supporting courses of either three or four years; and several of the townships are planning for township high schools. Teachers' wages have made a slow but gradual advancement.

Our greatest drawback has been a lack of trained teachers. It confronted the school authorities in the early days and is with us yet. If a state normal were nearer our teachers, many more would attend. The Normal Institute has been and is to-day almost the only means of professional training open to all the teachers. The teachers have made good use of it and to-day they are demanding and supporting a strong summer school in addition to the institute each year. The first institute was held during the winter of 1871-72. There has been a session of from two to six weeks almost every year since. In an early day the attendance was meager, but beginning about 1890 the work received a wonderful uplift through the efforts of the late Prof. J. C. Gilchrist, who for several years acted as institute conductor.

The efficiency of the schools has been greatly increased by means of a system of gradation and classification. The system is about as near perfect as the conditions of rural schools will permit. Each school is following and

has followed closely the Iowa course of study. The county superintendent conducts the final examination and commencement exercises are held in each township.

POTTAWATTAMIE.

O. J. MCMANUS, COUNTY SUPERINTENDENT.

Pottawattamie county has an area of 960 square miles, a population of 55,000, of which about 16,000 constitutes the pupils of the public schools, and of this number about one-half are pupils in the rural schools. It requires 289 school buildings to accommodate the present school children. There are over 400 school rooms in which are engaged in giving instruction an equal number of teachers. In view of the magnitude of the educational work, it will be impossible for me to give a very extensive account of the educational work in this report.

Three kinds of certificates have been issued, viz.: First class, second class and special. Only one kind of first class certificate has been issued, and no third class. Much interest has been manifested among the teachers in trying to obtain first class certificates. Doubtless the cause of this special interest may be the difference made in salary in favor of the teacher holding a first class certificate. In nearly all of the townships a difference of five dollars per month is made between those who hold a first class and those who hold a second class. Ten years ago in Pottawattamie county the record shows about ten State certificates and not a single State diploma; the records now show about eighty State certificates and three State diplomas, of which nearly one-fourth have been obtained within the biennial period now closing. There has been a constant demand for teachers with first class certificate qualifications. Certificates have been neither renewed, duplicated nor extended.

Classification registers have been placed in all the schools and the schools have been graded as closely as the conditions would justify. Personal supervision is impossible. Most of the work is done by a system of reports which teachers make at the close of each term. The rural schools are now more closely connected to the various high schools of the county. Under the supervision of the county superintendent the principals of the various high schools in the county conduct an examination annually for the benefit of those who are completing the work in the rural schools. To those who succeed in passing the examination the county superintendent issues a diploma which serves as a passport to any high school in the county. Last year there were forty-eight applicants for the examination; fifteen were granted diplomas; this year there were 110; forty-two were graduated. Thus far no graduation exercises from the rural schools have been held. The system is working nicely, and will be the means of pointing many of our boys and girls to something beyond the rural school.

The county comprises twelve districts for educational meetings. In each district were held five meetings during the year. To these meetings the public were invited. They were well attended. All the meetings, with the exception of two, were held in some of the towns of the county. The county superintendent was present at three meetings each month. Teachers were given credit on their certificates for their attendance and participation in these meetings. The election of officers and the general plan of the district meetings were perfected at the institute. Only professional work was attempted at both institutes. One new feature in connection with the last institute was a lecture course consisting of three numbers. Dr. Robert McIntyre of Chicago; Dr. Emerson E. White, of Columbus; Dr. Frank W. Gunsaulus, of Chicago, were the three who gave evening addresses. Their lectures were highly appreciated by the public.

The new library law, the music law, the handbook for Iowa schools, and the special day programs are well received by our teachers, and will certainly be a benefit to the educational interests of the state.

RINGGOLD.

J. C. BENNETT, COUNTY SUPERINTENDENT.

I have been giving nearly all the time devoted to supervision, to the rural schools, leaving the supervision of the department schools to their respective principals. In my work among the rural schools, my plan is to visit all the schools at least once, to revisit those in which the work did not seem satisfactory the first time, and to visit all beginners. I usually visit three or four schools a day when weather, roads, and the condition of the school will permit. I consider it a part of my duty to commend teachers and pupils for what I see worthy of commendation, and offer suggestion when I think it is needed. My suggestions to the teacher are made privately, either by a private talk or in writing. My talks to the school are based upon the work I have seen or upon conditions that exist, and in them I endeavor to strengthen the influence of the teacher.

We have a county association that holds one or more meetings a year, and four sections, including four townships each, and in addition to these. I began last year the holding of informal township meetings, holding them in the afternoons of school days. In almost every instance the school directors granted their teachers the time without reduction of pay. For these meetings, a general program was prepared that served as a basis for the work of all the meetings, but the work was varied to meet the requirements of each meeting. No one was assigned any particular topic but all were expected to respond to each topic discussed. If they did not volunteer, they were invited to do so, so far as time permitted. In these meetings, questions that arise in the routine of daily work were discussed, and last year special attention was given to the rural library. In this way I met about eighty-five per cent of the rural teachers and there was more freedom. None felt the restraint that they feel at a formal teachers' meeting.

For the past ten or twelve years it has been the custom to hold annually a two-week institute for the instruction of our teachers. Last year I tried a four-week institute, and charged the usual dollar fee, but it failed to pay out, although our attendance was a very large one for this county. It has been the custom to have considerable academic work, but this year I endeavored to place academic work in the background and place special stress upon didactics, psychology, and method. Over ninety per cent of our teachers would not come in touch with the educational thought outside of the county were it not for our annual institute. Those who attended our two-week institute this year are better prepared to meet the problems that confront the teachers in this county than those who attend a summer school. I do not mean that they received more power or benefit, but we, knowing the peculiar conditions that would confront our teachers, planned the institute to meet those conditions. I think we cannot part with the institute, but we need more support.

Superintendents of this county have for years been trying to systematize the work of the rural schools, endeavoring to have the teachers use the hand book as a guide in their work, and in their records and reports, but with small success, owing, as I believe, to the teachers not following it, or to the lack of uniformity in applying it to the particular text-books in use. To overcome this, I have prepared a course of study based upon the hand book, adapting the text-books in use in this county to it. I hope, by this means, to have greater uniformity in classification and to have the teachers' records readily and accurately interpreted by the other teachers. Among the town schools there seems to be a tendency to present fewer subjects in their courses with a corresponding increase in the quality of the work done on the subjects attempted. Mt. Ayr high school presents two courses: an English and a Latin course, the latter placing it on the accredited list with full credit. Kellerton, Tingley, Ellston, Redding, Diagonal, and Knowlton carry three years' work in their high schools while the smaller places attempt less.

There is considerable opposition to the rural library law, and, in most cases, it was necessary for me to make personal calls upon the school officers in order to induce them to take any steps at all. However, most of our schools have libraries varying from four or five books to eighty-five. One of our school townships has in its nine libraries five hundred forty volumes. During my series of township teachers' meetings I was much gratified to find that nearly every teacher who had a library in her school was making good use of it and was enthusiastic in support of the movement.

SCOTT.

FRED J. WALKER, COUNTY SUPERINTENDENT.

Scott county has two hundred eighty-six places for teachers in her schools. Of this number one hundred nineteen are under the direct supervision of the county superintendent. These are in thirteen townships containing seventy-

nine sub-districts, twenty-one rural independent districts with twenty-five schools, and seven independent town or village districts with twenty-five rooms. Each of these is visited at least once a year and half a day is devoted to each visit. During the visit the superintendent often gives the teacher an illustration of practical methods, in the work by conducting the recitation. In the private talk with the teacher commendation is made on things commendable and suggestions are offered on points where it is felt they are needed. As supervision is for the good of the school we count no visit of value unless it benefits the teacher and the school. The decided interest shown by the various schools is accepted as evidence of benefit arising from visitation.

Our institute is divided into the inspirational in the spring and the academic in the summer. For the first we have as lecturers such of the foremost educational leaders as can be secured and this work is greatly enjoyed by all the teachers. With very few exceptions all attend this course although none but the A class are required to do so. In the majority of cases the school boards pay their teachers for the time they attend. Since beginning the spring session we have had such men as E. E. White, C. C. Rounds, J. W. Redway, Supt. Greenwood, Arnold Tompkins, Wm. A. Mowry, Francis W. Parker, Frank and Charles McMurray. With the other regular academic work of the summer session is included the study of the hand book. By this means we expect to have the course of study more generally consulted and so make the work in the country schools more systematic.

The directors of the county have an association which meets annually and considers questions of interest to them. Last year more than a hundred of them met at the superintendent's office to discuss the adoption of text-books. Their recommendation to the various boards to adopt new books has been followed by the most of them, thus practically giving county uniformity. With up-to-date text-books, with a library in every school and the addition to the libraries of the eleven hundred twenty books purchased by the boards last year, with an increasing number of our teachers fitting themselves for the work by college training, the prospect for the future is most promising, and with the hearty co-operation of all interested in the schools, we expect to maintain a high standard of excellence in the schools in this county.

SHELBY.

J. B. SHORETT, COUNTY SUPERINTENDENT.

Democracy is a government by the common people and its perpetuity depends upon the education of the masses rather than the classes. It is not as important for the few to receive a superior education as it is for the many to receive a liberal one. As the masses begin and end their education in the common schools it is all important that these schools should come first in the minds of the people and should be given every consideration that the state and nation can afford.

While the common schools which are to be found in our towns and cities are on a permanent foundation, the rural school is on a foundation which may mean one thing today and something entirely different tomorrow,

depending largely upon the teacher and community. And yet these rural schools are the places where the masses of our rural population receive their education. While the colleges, university, the normal schools, the town and city schools are making rapid progress and are forerunners of civilization, the rural school lingers on the threshold of progress.

Why is this true? There may be several answers to this question but to my mind it is largely due to neglect. Go with me into the legislative halls of Iowa when a session is being held and what are the leading educators working for? Is it the rural school or is it the higher institutions of learning? The question is easily answered. The MacLeans are working for the university, the Seerleys are working for the state normal, the Beardshears are working for the agricultural college; but who are working for legislation which will favor the rural school? I admit that there are prominent educators and others less prominent who have the rural school at heart and who are working for its advancement but they have thus far been unable to secure the needed legislation which will place the rural school on a permanent foundation. Such a foundation as the town and city schools are built upon.

Higher schools of learning have their place and educators who are laboring to advance them are doing a grand and noble work; but the time has come when the rural school should no longer be treated as a football; it should be given due consideration by all who are interested in the welfare of this republic. The rural school is a very sick child and it needs physicians—not inexperienced physicians to practice upon it, for its critical condition is a result of such practice—but specialists—the best that the country can afford.

In my judgment an educational campaign similar to the political campaign of 1896, is needed in the rural districts. The people must be aroused to the needs of the rural school, and this can not be accomplished until the rural school is first in the minds of the prominent educators. It will take firing of canons and the beating of drums to awaken the rural population, and then if the MacLeans, Seerleys, Beardshears, Barretts, Sabins, and others will give their attention to the rural school, I feel sure that it can be placed upon a permanent foundation. But it will take an educational revival to do it.

You can talk about the little schoolhouse on the hill and laud its good work to the skies; but any person with common sense knows that the foundation of the present rural school system is a very poor one, if a foundation at all. And if the masses of the rural population are to begin and end their education in this school, they are not likely to become educated men and women.

Consolidation must come before the rural school will be on a sound basis. It will take a great effort on the part of all educators to bring this about; but when it has been accomplished and the rural school has been made equal to the town and city school, the university, colleges, and normal schools of our state will find the attendance of rural students in the higher schools of learning much greater than it is today, for the consolidated or centralized rural school means the more favorable consideration and liberal support of the masses.

This is the century of centralization. With the aid of the foremost educators of this state, may it not be applied to the rural schools?

SIoux.

E. D. BROWN, COUNTY SUPERINTENDENT.

Between the years of 1867 and 1900, the population of Sioux county increased from eighteen to 23,337.

The growth in material wealth has been equally as marked for this same period.

The people are honest, industrious, and conservative.

Churches and schools are upon every side. Our people are justly proud of their institutions.

The cost of maintaining the public schools exceeds \$125,000 per annum.

Two academies are located within the boundaries of the county; one at Orange City, and one at Hull, while a half score of parochial schools wield a strong influence in the education of the youth.

Sioux county is large in area, having twenty-three congressional townships, of which twenty-one are school townships and two are independent townships.

One hundred and seventy-two is the number of rural schools found within these twenty-three townships, while eleven towns have independent district organizations with seventy-six teaching places.

The work of county supervision is one that would, and ever will, measure the ability and capacity of any person who may be elected to the office.

It is unfortunate that the law does not provide for a deputy county superintendent. With such provision, supervision of the educational work of the county could be made more efficient, and would be, undoubtedly, much more successful in results.

The aim and effort of county supervision, in Sioux, has been to keep the line of march, of the educational forces, up with the vanguard of progress marked in every commercial enterprise of any note. To this end three teachers' associations—known as the general, the professional, and the library, afford favorable opportunities for growth along professional lines.

Such men as Drs. Seerley, Sabin, MacLean, Beardshear, and Governor Shaw have addressed large audiences—meetings, under the auspices of the professional teachers' association.

The library movement—largely due to the philanthropy of the Hon. Geo. W. Schee—yet in its infancy, is already fruitful of good, with much better results anticipated for the future.

Since the organization of the professional teachers' association some of the congested conditions that had been in existence for a time with the normal institute have been entirely removed, in consequence of which much more satisfactory results are apparent.

The institute is planned to combine methods and academic instruction in such a manner as to bring out the natural method.

The instructors use the academic matter to exemplify proper methods of instruction.

"Certificates of award" for perfect attendance have been used to stimulate regular attendance, with the most gratifying results. Teachers from all parts of the county speak in high favor of the system.

Sioux county's greatest need is a better trained teaching force.

With conditions as they exist, it is difficult to find enough teachers to supply the schools, nevertheless, the standard of requisites should be raised—all over the state.

In order to do away with the excessive demands for more teachers and to bring about better results, consolidation of the smaller schools—even doing away with the sub-district system entirely—must be accomplished.

That public sentiment may be educated and directed aright, the gospel of consolidation and centralization must be preached, and who is better able to conduct this campaign than the county superintendent?

The writer has inaugurated a system of township educational meetings which have had for their purpose the arousing of intelligent discussion along lines of these vital interests.

We have come to regard the "Township Educational Meeting" as an indispensable factor in school supervision, in many ways, in large counties.

Take the meetings to the people of the rural townships. There the county superintendent can direct the meeting with much more profit.

Boards readily agree to allow teachers a day—in midwinter, say—to attend a meeting in the township, while it would be almost impossible to have the boards agree, unanimously, to allow teachers a day to attend a meeting elsewhere.

A meeting consisting of school officers, teachers, patrons, and pupils led by the county superintendent is an ideal educational meeting for the intelligent discussion of this most important of educational problems, transportation and consolidation.

The time is ripe for organizing the educational forces for a forward movement, and conditions are favorable, in Sioux county, for leadership that will press every advantage towards that higher consummation—**THE DAY OF BETTER SCHOOLS.**

STORY.

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F. E. HANSEN, COUNTY SUPERINTENDENT.
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The educational condition in Story county when I came into office was good. The teachers held good certificates, school officers were prompt in the sending in of reports, the new school houses were built along approved and modern lines, and general harmony prevailed. After I had had an opportunity to study the conditions, I found that the general interest could be improved. To this end the school officers were appealed to as to the necessity of getting together at least once each year to discuss things of educational interest to the county. In response to this call a meeting was held in February, 1900. This meeting was considered so successful that another was held in the early part of 1901. This meeting was addressed by Hon. R. C. Barrett and others, who devoted a considerable time to the matter of consolidation of schools and the transportation of pupils. The discussion of this

subject caused much favorable action, though as yet no district has taken definite action. In Washington township the sentiment is strongly in favor of centralization. At this last meeting the directors appointed a committee on organization to draft a constitution and by-laws, with the idea in view of making the School Officers Organization a permanent affair. No meetings of this character had been previously held in the county and it is hoped by this means to be enabled to bring about a more whole hearted co-operation between the county superintendent and the directors. The attendance at the meetings is large and the interest and enthusiasm is marked. The subjects taken up for discussion are such as would not often be intelligently discussed otherwise. Many directors have told me that they have received a better understanding of their duties and the possibilities of our school system through these meetings.

Another line in which improvement is being attempted is in the matter of the teachers' meetings. Last year the township plan for local meetings was tried with monthly meetings. In some townships the meetings were very successful; in others they were a flat failure. As the superintendent was unable to attend these meetings because of the great number, and because most of them were held on the last Saturday of the month, it was deemed best this year to simplify the plan so that attendance upon all of the meetings would be possible by the county superintendent. The county was accordingly divided into four local districts, each composed of four civil townships. In each district a general manager was appointed who is the presiding officer at all the meetings in the district. In each township of each district a sub-manager is appointed whose duty it is to ascertain who are the teachers in the several schools and to supply each one of the teachers in his township with a program of every meeting held in his district. There are to be four meetings in each district and no two meetings shall be held in the county on the same day. The programs for these meetings are prepared in each district by an executive board composed of the general manager, the four sub-managers, and the county superintendent. The programs for the first eight meetings have already been prepared, places of meeting selected, and dates assigned. As the teachers have adopted the plan themselves they are enthusiastic. Besides these local meetings there will be one big annual meeting in which the whole county takes part. The teachers have created a fund to help pay the expenses of this meeting at which we expect some of the best talent in the state. There are many other points of interest connected with educational conditions in Story county but this will no doubt tell you that we are disciples of educational progress.

TAMA.

D. E. BROWN, COUNTY SUPERINTENDENT.

Tama county is organized for school purposes as follows: seventy-one rural independent districts, and twelve district townships comprising ninety-seven sub-districts. There are nine graded city schools in the county, employing sixty-two teachers and graduating over one hundred pupils each year. There is a total average attendance in city and rural schools of

nearly four thousand five hundred. The majority of the rural schools are endeavoring to follow the course of study outlined in the "hand book for Iowa schools" prepared by the state department. We have had county uniformity for ten years and are fairly well satisfied with it, but I think the county would favor state uniformity.

Libraries have been introduced, under the new law, in forty-five independent districts and and fifty-six sub-districts. An effort will be made to supply the balance this fall.

There is located in Tama county, Western College, offering instruction in the following courses: classical, philosophical, scientific, normal, commercial, music and art. Many pupils, graduating from our graded schools, are availing themselves of the opportunity and are completing some of the above named courses at Western. Many others, of course, attend the State Normal and other schools of the state. We also have within our borders, Amity Academy with an enrollment of twenty-four; a Catholic School with an enrollment of one hundred and fifteen, and a Government Industrial Indian School with an attendance of about fifty.

There is held annually a Teachers' Normal Institute. For a number of years this has been held in the spring, but there is some sentiment in favor of holding it later in the season, and it may be changed in the future. The county is divided in into five District Teachers' Associations, each association holding from one to three meetings annually.

The greatest needs of our county, it seems to me, are, first, the education of the people to appreciate the work of good teachers, and then the raising of the grade of our teachers. To justify the teachers in more thoroughly qualifying themselves for the work they must receive more compensation for their services. To secure this the school officers and patrons must be made to see the need of proficiency on the part of the teacher, and they should no longer seek the teacher who will teach their school for the least money; but the one who comes thoroughly recommended and from whom they may expect the best work, and who will lead their children out and up to a higher and a nobler life. Then we need consolidation with its attendant advantages.

The practice has prevailed in this county, as in many others, of granting certificates indiscriminately, and as a consequence, we have nearly a hundred third grade teachers for whom we have no need, as there are at least that many more teachers than schools in the county. These teachers, by offering to teach for less wages, are driving many of the better teachers out of the county.

By the time another contribution to a biennial report is called, I hope a better condition of affairs may exist.

UNION.

CHAS. M. PETERS, COUNTY SUPERINTENDENT.

During the last three years Dr. E. E. White, Pres. Seerley, S. Y. Gillan, Hattie Moore Mitchell and Mari Ruef Hofer have instructed in our institutes.

The average attendance was 210½.

Union county has two associations, one county and one township.

The state course of study is in use in all rural schools. There are one hundred and five rural schools and seven city and village corporations containing seventeen school buildings.

It requires one hundred and seventy one teachers when the schools are all in session.

The average daily attendance is three thousand five hundred.

There is but one good school library in the county.

The greatest educational needs of the county are teachers having more normal training.

VAN BUREN.

W. T. DICK, COUNTY SUPERINTENDENT.

Schools of Van Buren county are in a prosperous condition. The state course of study as laid down in the hand book is in use in every rural and village school in the county. Mr. J. H. Landes, who was county superintendent of this county from 1887 to 1894, first commenced the work of putting the course of study in the rural schools, and superintendents since that time have continued the work as he organized it.

We keep a complete record of every school in the county. When a school begins the teacher reports where she will teach, time school will begin, length of term and salary. At the end of the term we send the teacher classification report to make a complete report to the county superintendent of her school, giving grade and standing of each pupil. By this we are able to tell whether or not she is following the course of study, and give instructions accordingly. All these reports are systematically arranged at the end of the year, and bound. These bound volumes constitute a permanent record of the schools. Besides, we have class instruction given on the course of study each year at the institute and require all teachers in the rural and village schools to pass examination on the course of study. The result is that the pupils of all the rural schools follow a systematic course, and do not as formerly leave school with no knowledge of grammar, geography, etc., but study all the branches in the course.

The institutes of this county are well attended and most of the teachers attend from a desire to improve their professional knowledge, rather than from compulsion. At the institute of 1901, we required each teacher to take a set course and called the roll in every class, giving credit for interest and attendance to the work of the class. This proved to be very popular with both teachers and instructors. One of the greatest difficulties we have to contend with is that so many teachers drop out of the work each year, their places must be filled with raw recruits. The institute has done a great work in the county in uplifting the teaching force. Van Buren county teachers have been noted for a great number of years for their earnest, efficient work.

Rural school consolidation is being discussed throughout the county. Last year school in sub-district No. 11, Van Buren township, was abandoned and the tuition of the pupils paid at Keosauqua. The plan worked so well that

this year the schools of sub-districts Nos. 6, 8, and 11 of Van Buren township are discontinued and the tuition of the pupils paid at Keosauqua. School in the independent district of Washington of Henry township is also discontinued and tuition of pupils paid at Keosauqua. Both patrons and school officers are well pleased with the plan and object to starting small schools again. School consolidation seems to be gaining ground in this county.

We find the school officers of the county as a general rule ready and willing to co-operate with the county superintendent for the best interest of the schools.

WAPELLO.

BENIAH DIMMITT, COUNTY SUPERINTENDENT.

The condition of school property in Wapello county is not what it should be, in many cases. The grounds are covered over with vegetation in summer, fences are down, and often no fences at all, houses need paint, many seats are broken, carved, or marked, and blackboards of little or no use.

These conditions could be remedied by earnest effort on the part of teachers.

During the year just closed every rural school in the county has been provided with a library. There are now about 1,800 books in the rural schools, covering all grades and variety of knowledge. People have been in favor of these books after having learned the character of them. Many books have been purchased through the personal efforts of the teacher.

There is a demand for better teachers; people are ready to pay more money if they can secure better service; wages for the best class of teachers have advanced.

The one hundred twelve teachers in the city of Ottumwa do professional reading during each year; about fifty of the other teachers of the county, last year, enrolled in the state reading circle, and it is very probable that many more will do the work for the coming year.

Educational meetings have been held in nearly every township in the county, in which teachers, parents, and tax-payers, all, have had enthusiastic discussions of educational questions and conditions.

There are 258 teaching places in the county; the enrollment at Institute was 284, besides high school teachers, those who hold state certificates or first class certificates.

Much interest has been manifested in the Institute, but much of its function and efficiency has been hampered because of the necessity of doing academic work in way of preparation. A number of our teachers attend summer schools in universities and normal schools, while others do correspondence work throughout the year.

Our experience with teachers who come from other counties leads us to the opinion that there are about as many standards as there are county superintendents. If there were closer co-operation, better understanding, and better uniformity of work, better results would obtain. We believe that the excellent hand-book and course of study recently published, will do much for the state, and will unify the work more than anything that has been brought to the attention of the teacher.

WARREN.

S. M. HOLLADY, COUNTY SUPERINTENDENT.

The educational work of Warren county is progressing as fast as existing conditions will permit.

We have in this county superior educational advantages because of the fact that we have located in our county seat town, one of the best Methodist colleges in Iowa, where teachers have an opportunity to do advanced work in education without going far from home. Several of our country teachers have attended one or two terms or years at Simpson College, where they have done not only substantial work in their studies, but have also received moral and ethical training, which is indispensable to a teacher.

Because of the fact that many of our country teachers have had no other training beyond the rural school, except the advantages of the county normal institute, we held, during last summer, a six week's summer school with an enrollment of one hundred teachers. Our summer school was very much appreciated by the Warren county teachers, and many expressed the hope that it would be the future policy of the county to continue the summer school as a regular feature of the educational work of the county.

Academic work cannot be done in two weeks time, especially in hot weather. A strictly inspirational institute of one week where the teachers meet and listen to lectures on methods, science, child-study and kindred topics, and go away rested, energized and enthused, is much more beneficial than two weeks of hard work in hot weather, where the teachers go home exhausted from the attempt to do academic work in so short a time.

The average attendance in the country schools has been increased during the past year by introducing report cards. The work of the county superintendent must be largely confined to the supervision of the rural schools. Our town and village schools are as a rule in very much better condition than the country schools.

By virtue of their work most successful teachers are optimists. We much prefer to look upon and speak of the bright side of every proposition. However it is sometimes a wholesome tonic for educators to face honest facts. If this report is helpful to the educational interests at large, it must deal with facts; it must contain truth. If one half of the reforms suggested and outlined by our state superintendent in his last biennial report could have been put into operation by our school officers and our state legislature, we would have much better schools in Warren county. As long as we continue under our present system of school laws we will have unsatisfactory work in rural districts. Teachers not well prepared, pupils quitting school while yet in their 'teens, poor attendance, little children compelled to walk one and one-half to three miles, school grounds and out-buildings in bad condition, school houses poorly equipped, low wages, many districts employing a different teacher for each of the three terms in one school year,—these and many other conditions unfavorable especially to the rural school, will in a large degree continue until our school laws are changed.

We have in Warren county ninety-five school corporations, seven of which are school townships with fifty-two sub-districts, twelve independent and seventy-six rural independent districts. Out of this number forty of the

rural schools employed during last year three different teachers; sixty-six hired two, and only twenty-two out of one hundred twenty-eight retained the same teacher during the three terms. Very little permanent good can be accomplished where the teacher remains in the district for so short a time.

Under the present regime we have in this county five hundred thirty school officers scattered over an area of thirty-six miles square, doing the business that could be more systematically performed by boards of three or five members in each township. While we have a few rural schools with forty to fifty enrolled, a large number have an attendance of from eight to fifteen, and a few with even a lower average attendance. Several districts have been almost depopulated by the land passing into the hands of large land owners. With these conditions, and with the fluctuating teaching force which we now have, the prospect for the rural school is not bright.

The principal reforms now needed are: a law placing the work of certifying teachers to teach in our public schools entirely in the hands of the state board of educational examiners; a law making the civil township the unit of organization with proper qualifications; a well qualified compulsory educational law; state uniformity of text-books; appropriate legislation as to the wages which public school teachers should receive; a law defining the powers and duties of county superintendents. These are a few of the changes which are most needed.

Many other appropriate subjects might be discussed with profit, but space will not permit.

WASHINGTON.

MARY M. HUGHES, COUNTY SUPERINTENDENT.

Since 1874, when Miss Harris was elected county superintendent of Washington county, the educational interests of this county have been in the hands of lady superintendents. The value of their work is demonstrated in the conditions of educational work and in the high standard of scholarship demanded here. While conscious of many defects, and realizing the many needed improvements in our schools, yet we do not fear a comparison with our sister counties.

For several years our county institutes have taken their legitimate place, as a school of methods and inspirational help to teachers. The aim has been and is to secure the instructors who are experts in their work, and intensely practical in their applications, especially for the needs of the rural schools. The demand for a higher standard of scholarship is being met by attendance at the state normal and other schools and colleges. The attendance at the state normal registers Washington first of any county in southeast Iowa.

The plan of holding district meetings has been carried out during the last year and has been quite successful. Every teacher in the county has a place on the program, and, with a very few exceptions, they respond. It has the advantage of causing every teacher to think rather than a few leaders, only.

We have some excellent school buildings in the county and some very poor ones. There is a sentiment growing toward more modern rural school-

houses, and the latest one is to be equipped with a furnace, a move in the right direction. The need of better schoolhouses in the country is very evident.

The central school examination has compelled a closer adherence to the course of study for Iowa schools. The county is divided into districts, and these examinations are held by the principal of the graded school situated in the district. The county superintendent grades papers. This gives the recipient of the diploma a trial admission into any of the high schools of the county.

The salary question is the most discouraging one in the county at present. The salaries for spring and fall terms range from \$20.00 to \$30.00, and from \$30.00 to \$40.00 for winter terms. The scarcity of rural teachers has a tendency to improve this somewhat. One reason for the low salaries is the small enrollment of many of our schools.

The library question has been agitated, and now there is a library in almost every school in the county. At least twenty-five new bookcases have been placed in the schools during the last year. This will mean many more books as it will be a constant reminder. The teachers are enthusiastic over this phase of the work and much credit is due them.

In this limited space it is impossible to set forth the advantages, and also the disadvantages of our school system, but from our standpoint we consider that the good far outweighs the bad, and we are hopeful for the future of our schools.

WAYNE.

INEZ F. KELSO, COUNTY SUPERINTENDENT.

The progress of the public schools of Wayne county has been steady during the past year. During last July a summer school was held in Corydon for the benefit of the teachers. A session of four weeks was planned to immediately precede the regular institute always held in this county in August. But a smallpox scare in Corydon caused the board of health to order the opening of the school to be deferred one week. Consequently a three weeks' session was all that was possible. This summer school was the first thing of the kind ever attempted in the county, and it was a marked success. The enrollment was eighty-two, and the quantity and quality of the work was exceptionally good. The two weeks' session of the institute which immediately followed showed an enrollment of 159. The number of teachers is scarcely large enough to supply the demand. As a consequence wages are slightly advanced.

The new music law is meeting with approval among the teachers and patrons. The teachers have made a commendable effort to meet the requirements of the law, and the teaching of music is being taken up with earnest spirit in the schools.

A large percentage of the schools have cheerfully complied with the new library law, and have made a start toward a public library. Every school corporation except one met the county superintendent last November and made out lists of books for their respective schools. It transpired that one

of these corporations did not send for the books after the list was made out. It was recently discovered by the county superintendent that one corporation never received the books that were ordered. With these exceptions, the forty-six corporations of the county have fulfilled the requirements of the library law.

One of the greatest educational needs in this county is a compulsory school law. The average attendance is much smaller than the enrollment in nearly every school. A greater part of this difference is caused by neglect and indifference on the part of the parents.

WEBSTER.

ALFRED L. BROWN, COUNTY SUPERINTENDENT.

Webster county has greater natural resources than most counties in central Iowa. Its deep alluvial soil produces abundant crops with never-failing regularity. Its coal beds extend for miles along the Des Moines river valley. The gypsum deposits near Fort Dodge are practically inexhaustible. In a number of places there are immense beds of clay which produce the finest of brick, while that of one locality is used for making pottery.

With such advantages as these it is not to be wondered at that the county was settled early, and that the settlers had little trouble in raising sufficient revenue to support their schools.

As a rule the early schoolhouses were not close together. Large numbers of scholars assembled in each for instruction in the three R's, and many names now prominent in our state's history give evidence that the work was well done. The ages varied from the child of five to the young men out of their teens. The families being large, the schools were well attended, especially during the winter terms. Whatever else the schools may have lacked, they had an enthusiasm that can only be found where the numbers are large, and a friendly rivalry exists in the work.

As the country became more thickly settled, the number of schoolhouses has increased till there are 189 now in the county. The urban school population is increasing more rapidly than that of the rural districts and the average daily attendance is much better, being last year fifty per cent of the school population, while in the rural districts it was but forty-four per cent. This is largely due to better schools and greater ease in reaching them. In the graded schools the average daily attendance was twenty-nine pupils for each teacher. In the rural schools it was but thirteen.

We need consolidation of rural schools, and transportation of the children. The matter is receiving considerable attention, and the better informed of our citizens are very favorable to it. It is very hard to overcome the mental inertia of the mass of the people, however.

The rural schools are fairly well classified and the state course-of-study is in use in all our schools. Classification is greatly hindered by the great diversity of texts in current use. An attempt was made to overcome this by the adoption of county uniformity, but at the last annual meeting it was voted down by a very small majority.

The library movement has shown very pronounced results here. Ninety per cent of the rural schools now have good libraries. Over \$2,000.00 was expended for school library books during the past year. The teachers have shown a very great interest in this work, and have interested their directors and patrons in it.

The teachers' library of 1,200 volumes is open to all the teachers of the county. The central library is in the office of the county superintendent, and eight traveling libraries of about 100 volumes each are located in the various towns of the county.

The Webster County Teachers' Association held two very successful meetings last spring at Gowrie and Dayton. The Professional Teachers' Association, composed of those holding first-class and state certificates, held two meetings at Fort Dodge. This county is included in the Inter-County Association, which held its meeting this year at Humboldt.

WINNEBAGO.

K. N. KNUDSEN, COUNTY SUPERINTENDENT

During the past year, the growth of the schools of Winnebago county has been sound and substantial. Not only have we a better equipment than formerly, but the attendance is more regular, the teachers on the average, better qualified, and the work in general more systematic and effective.

When compared with the larger counties of the state, the number of rural schools are found to be fewer and the amount of clerical work less, and the county superintendent can consequently devote more time to visitation and supervision of schools. It has enabled him to give more aid to the inexperienced teacher in planning the work at the opening of a school; to encourage the use of the course of study and enforce the use of the classification register, thereby preventing as much as possible the loss of time during the early part of a term; through more frequent visitation, to co-operate with the teachers; and last, but not least, to keep in touch with the patrons throughout the county.

Although we feel that the conditions for effective work is better than in larger counties, we find that the territory is still too large for efficient work in supervision. It is found that it is through the competent teachers that the large mass of the people are reached and influenced, and to their faithful work the growth of our schools must be principally attributed.

Considering this fact, efforts have been made to plan the work of the normal institute to suit the needs of the more capable teachers. Academic work has been considered secondary. Persons needing a review in the subject-matter should obtain that elsewhere. The institute cannot take the place of the school. Must the capable teacher that comes to gain inspiration continually be checked and handicapped in order that special attention may be given the weaker ones? Is it by the enlightenment of the weaker teacher that the standard of the profession is raised? Will they as they climb push the more competent to a still higher level? Is not the reverse true, that it is the enthusiasm and inspiration of the efficient teacher that

encourages the weaker ones and raises them to a higher and broader plane of action?

The lack of efficient teachers, we consider the greatest educational need of our schools. In regard to the many plans that have been advanced for securing better teachers, we would only suggest that as long as the present system of the one room rural school continues, the demand for efficient teachers will always exceed the supply. For under the present system, it is often found necessary, after having selected the more competent of the applicants for teachers' certificates, also to license a number less capable in order to fill the number required in the county. The consolidation of districts and the transportation of pupils would greatly lessen the number of teachers employed. This would insure the selection of the more competent teachers, longer and more steady employment, and better salaries.

WINNESHIEK.

E. J. HOOK, COUNTY SUPERINTENDENT.

The county of Winnesheik comprises twenty civil townships. Of these twenty townships, fourteen have the sub-district system, and six, rural independent districts. Besides the rural independent and sub-districts, there are twelve city or village independent districts, making in all sixty school districts in the county. Private and denominational schools are represented by the following institutions within our borders.

In Decorah, Luther College, with the venerable president Larsen at its head, and ten teachers in 1901 with an enrollment of 207, exclusively young men; Decorah Institute founded in 1874 by the late Prof. John Breckenridge and now under the management of Mrs. Breckenridge, his widow. In 1900-1901, this school had twelve teachers and an enrollment of 434. Valder Business College and Normal School under the management of Prof. C. H. Valder, with eight teachers and an enrollment of 300 in 1900-1901; Immaculate Conception Academy under Rev. Fr. Hawe, with three teachers and sixty pupils last year; St. Wenczelus Academy at Spillville, presided over by Rev. J. Dostal, with two teachers and eighty-five pupils in the past school year; at Ossian, St. Francis De Sales Academy under Rev. Fr. Warning, with three teachers and 124 pupils.

The teaching force of Winnesheik county, as at present constituted, comprises about ten state certificate holders, thirty first-grade certificate holders, one-hundred-forty-eight second, and seventy third-grade holders, with eight special branch certificates. For first grade, the requirements are: thirty-six weeks' experience, and an average of ninety-two per cent in the common branches, with no branch below ninety per cent, except in Civics, Economics, Physics and Algebra the standing may be as low as eighty-five per cent. For second grade, the requirements are at least one term's experience, unless practical work has been given to applicant at Cedar Falls, an average of eighty-five per cent with no branch below seventy-five per cent; and for

third grade, we require an average of eighty per cent with no branch below seventy per cent. The state examination questions are used and absolute value given only, to answers to the questions. The age limit is placed at eighteen for females and nineteen for males.

These requirements have had the effect of preventing a superabundance of meagerly prepared, *young teachers*, has raised the average age to 22 and the salary from five to seven dollars a month for the better prepared class of teachers, so that with matrimony invading the ranks, and many young men and women entering other lines of work, the supply of teachers has fallen below the actual demand under present existing conditions. A judicious application of the consolidation and transportation idea, however, could and would relieve this situation to the mutual benefit of teachers and pupils.

MEANS OF PROFESSIONAL ADVANCEMENT.

Under this heading I have chosen to include the institute, teachers' meetings, libraries and professional books and papers. An annual institute is held in Decorah continuing two weeks. In it there have been enrolled nearly all the teaching force of Winneshiek county. The character of the work given has been a mixture of the academic and professional, as this sort of work seems best adapted to the teaching fraternity of the county. A series of round tables have been introduced and much good to the more experienced and advanced teachers has been the result. Besides the regular institute, there have been held sectional meetings throughout the county during the year. These are announced a few weeks before the date of the meeting and programs containing names of those who are to lead in discussing chosen topics are mailed to all teachers in the section where the meeting is held.

Libraries have been placed in nearly every district in the county, and in these libraries have been placed one or more books especially intended to be helpful to *teachers* in their profession.

The course of study is being used so far as conditions will permit in the several districts, but irregularity in attendance and in the length of terms, and frequent changing of teachers render it difficult, yea, impossible, to carry out its provisions with satisfactory results.

WRIGHT.

ANGUS MACDONALD, COUNTY SUPERINTENDENT.

It is a trite saying and an excusable platitude to repeat, "necessity is the mother of invention." Like all things, the rural school was created to satisfy a want, a need.

Forty years ago it stood at the edge of the clearing. It was the social center; the day school, the singing school, the spelling school, the church, the town meeting, the war meeting, the baptismal, the marriage vows, the last of earth for love, and life and death were there. Clothed it is, in all the tender memories of the past. All good enough in its day. The old school-house is still at the forks of the road, while the farm, the factory, and the

forum have been climbing the hill of progress. An army is an idea in motion. The rural school is an idea at rest; it is Diogenes in a tub.

"Our little systems have their day;
They have their day, and cease to be."

Every revolution has a cause and the reason lies in the condition, and the cure may be effected by removing the cause that produces the condition, therefore—

The Conditions. There are 134 rural schools in Wright county, nearly all are supplied with libraries, very few have good blackboards, and in many the seats are too large compared with the pupils; it may be said that the schoolhouses are a fair type of the rural school. Shall we look into the life of these schools? Mind you, that after years of noble work on the part of strong men, heroic women, and sometimes martyred children. *Martyred*, yes, and because of conditions that exist; the rural school is still the rural school—without the ox gad, thank God. With the courses of study, classification and gradation, better books, better teachers, with a salary that is less on the average than the man who drives the mules, and I rise to ask: Is it because the children are of less importance than the mules, or because the leader of the children can be hired for a less sum than the driver of the mules? You may float the flag over every schoolhouse, you may call it the "Temple of Science," and it is well; you may use language ornate and imagination fertile, the country school is the country school.

Thousands of parents all over peerless Iowa are sending their little ones to the rural school that they may have a better education than father and mother, that they may have a better chance in life. It is a work of love. Blessings on the fathers and the mothers; prayers for the children, and action, intense, heroic action by every one who dares to stand before the old schoolhouse and say, "I love you for the good that you have done, but you have had your day."

Look at the children trudging through snow, rain, through barbed wire fence to get around ponds, across fields any way to get to the school. Often in these schools there are thirty-five to forty pupils, while in others the average daily attendance is from one-half up. The first condition making too many classes, and individual work for one teacher under the most liberal classification almost impossible; the latter condition needs no argument to cause it to fall. All ages, all degrees of advancement are there. No trouble about the heating; for if a child finds that one side of his body is sizzling, if permitted he can turn the cold storage side toward the stove; no difficulty about the ventilation, because the windows may be so painted that the teacher cannot lower them from the top; there may be window lights out and then the windows may be opened below, and the door thrown open, when teacher and school may have some free oxygen to breathe, and if they do not die from the effects of the sudden chill, they have the choice of carbonic acid gas, foul odors, drowsiness and dullness; no need to be anxious if the stove smokes from whatever cause, the director will remove the cause next term, and while you cannot study while you are breathing carbonic oxide, you can pray that the school will close at four o'clock; no necessity about water, there is plenty a mile away and all you have to do is to go after it, and the out-buildings, what shall I call them? Verily, the rural school is still the rural school, and a decent respect for the plain truth needs no rhetoric to set it off.

Through the efforts of the teacher and the children, a few pictures of real art adorn the walls, and such walls! not always it is true, but often, and the floors! No danger about the microbe, it has plenty of room—and the child, there is the rub. Turn the facts as you will, even with a large hope, and what have you? The log cabin is gone, the whipping post is gone, Uncle Tom's cabin is no more, the flail and the sickle are forgotten, the spinning wheel and the candle are in the junk pile, the bleeding man because he is dying for want of blood, that he may get well, has gone with all the rest and the rural school is passing to join its companions and to a rich reward for the good that it has done. Men point to certain constellations of great men and say: "These are the products of the common school," but that is not an evidence, it is the exception. A man falls sick and wants to be better, takes medicine, and if he succeeds in overcoming the effects of the medicine and the microbe he gets well. So men and women become great in spite of their early training.

Rural mail delivery is a fact; rural telephonic communication will be tomorrow; the transportation of pupils to a central school should be today. Some of us love the old because it is old, even barnacles anchor to a tub. Cobwebs keep out the light.

I would not take one tribute from the common school that it has justly won, for I wish to praise Cæsar and to bury him.

THE CURE.

The common school has served its day and in its place has come the central school. As the transportation of pupils to a central school is beyond the experimental, and from its fruitage we know that it has come to take the place of the old rural school.

Men say that we cannot take boys and girls from the home at 8 o'clock in the morning and bring them back at 5 o'clock in the evening. Why not? Does the child exist for the parent or the parent for the child?

Destroy township lines, county lines even, so far as school organization goes, and then the so-called remote corner districts will disappear.

Give to the state a liberal compulsory educational act that has been tested. Plant corn where the old school buildings now stand. Give every child an equal chance.

CHAPTER XII.

REPORTS FROM HIGHER INSTITUTIONS.

HIGHER INSTITUTIONS OF LEARNING.

The sketches of the educational institutions of the State were prepared in response to the following request:

To the President or Principal:

DEAR SIR,—In the forthcoming Biennial Report to be issued from this department this year, I desire to publish a statement from you regarding the institution over which you preside.

It seems to us fitting that at the opening of the twentieth century, a complete and just view of the origin, history, plans, courses of study, special methods, aims and objects, results achieved, and resources—educational, literary, financial and material—of the universities, colleges, normal schools, seminaries, academies, scientific and professional schools, and other leading institutions should be written and preserved for posterity through the reports of the department of public instruction.

A statement embodying the chief points above enumerated must not exceed 1,000 words, exclusive of statistical statement, owing to the number of institutions to be reported and the brief space that can be given to this historical review in the report.

I express the sincere hope that you will find the time to co-operate in this work, in order that we may convey to our immediate successors and also to future generations, a true and complete account of the educational work of the state.

Yours very sincerely,

RICHARD C. BARRETT,
Superintendent Public Instruction.

August 6, 1901.

BUENA VISTA COLLEGE.

STORM LAKE, REV. E. E. REED, M. A., PRESIDENT.

Buena Vista College was organized by a joint commission of twelve members chosen by the Presbyteries of Sioux City and Fort Dodge. The commission met in Storm Lake, July 8, 1891, and completed the organization and incorporation of the college on July 9th—the following day. The Synod of Iowa, in stated session at Boone, in October, 1891, unanimously adopted the college as its own, and elected the board of trustees to whom is intrusted the control of its property and the management of its interests.

The aim of Buena Vista College is to furnish the education that the age demands.

In seeking to do this it has not been the purpose of the management to lower the standards at a time when the trend is towards a more thorough education, but to give in every particular as good as the best. Classical education is fostered and encouraged as that which is tested and time-honored. To these, scientific and philosophical courses of instruction have been added.

Though the school has a college charter, it has not attempted to teach the full college course but has done thorough work as far as it goes. The last two years will be taught and regular college degrees conferred when sufficient endowment has been secured to afford thorough instruction for the complete course.

In addition to the academic and partial collegiate departments, commercial, normal, musical, and elocutionary departments have been maintained.

Buena Vista College stands for Christian education in the full meaning of the term. Not that its purpose is to teach religion or theology, but all knowledge and truth is made to savor of that higher wisdom that is from above. Truth is valued for truth's sake. But it is made to assume its proper relation to Him who said, "I am the way, the truth, and the life." It is a denominational school. By this a Christian management is insured, and a wholesome moral and religious atmosphere will be preserved. It is not however a sectarian school. Students of all faiths are welcomed and their religious beliefs are not interfered with.

Storm Lake, with its beautiful lake, and clean, wide, streets, with its bordering parks, and its Christian homes and churches, was chosen after patient and prayerful inquiry concerning many offered sites, as the location for Buena Vista College.

Storm Lake has three railroads giving good connections from all directions. The influences are helpful and temptation is removed from young people as far as it possibly could be.

The college is located in the west part of town on a beautiful elevation gently sloping to the lake.

The campus drains nicely and is well fitted for games and sports. Around and across it have been laid drives and walks, along both sides of which trees have been planted adding to the natural beauty of the grounds.

Buildings.—The main building is an elegant brick structure trimmed in cut stone. Its dimensions are 72 feet by 90 feet with three stories besides a high, roomy attic. It contains twelve recitation rooms, a chapel seating 300, a museum, a library and a reading room, and working room in connection with the laboratory. Two well lighted rooms in the basement furnish a home for the college press. Its cost exclusive of all furnishings was \$25,000.

The Miller-Stuart house is the president's home. It stands across the street from the college, is roomy, well planned, and substantially built. It was erected by a former president, but has since been purchased by the munificent gifts of the Rev. Wm. Miller of Des Moines, and Mrs. Lois G. Stuart of Audubon, and by them presented to the college.

The ladies' cottage and boys' hall are two large and well planned buildings owned by a friend of the college and used for dormitories by the students. It is the expectation that the college will come into possession of them in the course of time as it now has of the Miller-Stuart house.

Buena Vista has a very fine library for so young an institution. It has over 3,000 volumes well classified according to the Dewey system and affording fine and first-class advantages to the students of all departments. The shelves are well supplied with cyclopedias, dictionaries, histories, bound copies of reviews and magazines, and a large collection of special treatises on all manner of subjects.

The laboratory is being steadily improved. It is now well equipped for illustrative experiments in physics and chemistry. Recent additions of apparatus have made possible much exact experimental work. During the present year several pieces of costly and delicate apparatus have been added which were much needed, and which greatly increase the efficiency of the science departments.

The museum has grown to considerable size for a young college, and contains a large variety of valuable specimens.

The commercial department is conducted on the business practice method with the budget system of bookkeeping, and the Graham method of shorthand. Three courses are given, viz., a business course, a shorthand course and a commercial-academic course consisting of a three years requirement above the eighth grade.

The normal department has six courses of study, viz., two review courses, two courses of three years each, above the eighth grade, leading to the degree of B. Di., and two advanced courses leading to the degree of M. Bi.

The musical department has five pianos and a Virgil Clavier. The standard of work is high in both the instrumental and vocal courses with a literary requirement of seven units above the eighth grade, including musical history and harmony.

The department of elocution and physical culture is well sustained under a competent instructor.

An endowment of \$100,000 is being raised by the president, over \$28,000 of which has already been subscribed.

A STATISTICAL SUMMARY.

When established.....	1891
Number of Professors	9
Number of other teachers	5
Number of lecturers.....	3
Students in college work	10
Students in preparatory work.....	20
Students in other courses (some are in two dep'ts)...	319
Number enrolled 1900-1901.....	255
Value of buildings, furniture and grounds.....	\$35,000.00
Amount of endowment, exclusive of buildings, etc...	\$1,300.00
Number of volumes in libraries.....	3,500
Value of libraries	\$3,000.00
Value of apparatus.....	\$2,000.00
Charge per annum for tuition in regular courses.....	\$34.00 to \$49.00
Room, and necessary incidental expenses per annum,	
Room, 50 cents; board.....	\$1.75-\$2.50
Average of total annual expenses per student.....	\$160.00

Number in last class graduated: Males.....	10
Females.....	7
Whole number of graduates since organization of institution.....	83

CEDAR VALLEY SEMINARY—OSAGE.

ALONZO ABERNETHY, A. M., PH. D., PRINCIPAL.—HISTORICAL SKETCH.

The Cedar Valley Seminary was founded as a Baptist academy in 1862, by the joint efforts of Prof. Alva Bush, the citizens of Osage, and the Cedar Valley Baptist Association of Iowa.

Prof. Bush became its first principal, and opened the school January 10, 1862, in the new building erected by the citizens of Osage for a court house. The school continued to occupy rooms in this building until 1869, when the county seat having been removed to Osage, the citizens erected the two-story brick seminary building to which the school was transferred in September.

The first class to graduate from the seminary was in 1871. It was a class of nine, each member of which is still living, two of the members being leading attorneys, one now on the bench, three physicians, one on the medical faculty of the State University, and one minister. Of the two lady members, one married a minister, the other an editor, and both are women of culture.

In 1876 a few books were secured to start a library, which has steadily grown until it now numbers 4,000 volumes, and is classified upon the decimal system, for convenient use of teachers and students.

Dr. Bush remained at the head of the school until the time of his death in June, 1881, and his name will ever remain associated reverently with the founding and maintaining of the school during the first nineteen years of its history and growth.

July 30, 1881, Col. Alonzo Abernethy was chosen principal, and still occupies the position.

In 1885 and 1886, two additional school buildings were erected for use as dormitories, dining hall, music, and art rooms, and society halls. The commercial department also occupies one suite of rooms.

The campus has been three times enlarged in recent years, by purchase of adjoining property.

A physical and chemical laboratory, begun in 1883, has grown from year to year, with additions of apparatus and appliances as funds and room would permit.

Early efforts to raise money for endowment were not very successful as the country was new and contained little wealth, but since about 1890 additions have been steadily made to the endowment fund.

In the year 1891 an effort was begun, in co-operation with the American Baptist Education Society, which resulted in adding \$25,000.00 to this fund, besides some real estate.

In 1899 Dr. P. S. Whitman and wife of Georgia, gave to the trustees some real estate situated in Iowa, and received a life annuity therefor. This property was sold for about \$15,000. Later they gave other valuable prop-

erty in Georgia. A number of other friends have given in recent years valuable property which is being converted into endowment for the support and enlargement of the school.

The business affairs of the seminary are managed by a board of fifteen trustees, chosen chiefly from the leading business men of Osage. They have guided its policies, protected its interests, and promoted its material growth; have given freely of their time, services, and means, some of them for many years, and become familiar with all its work and needs. They have kept the institution on a sound financial basis and free from debts of any kind.

There are three four year courses of study and two shorter courses which students may enter.

The average number of students pursuing regular academical studies in recent years is about two hundred, besides forty or fifty more taking special studies. The whole number of alumni, including the classes of 1901 is three hundred and ninety-six.

A number of permanent scholarships and prizes, have been established to stimulate and encourage excellence of work in different departments of the school.

Various student organizations are maintained; religious, literary, musical, athletic, etc., which have proved helpful and healthful to the student body.

The Seminary has long since passed its period of struggle for existence. Besides giving more or less of useful training to the large number of students who come every year to its doors for help, it has been steadily laying foundations for permanent growth and enlargement.

A prominent characteristic of the work of the school almost from the beginning has been to prepare and encourage its students, both young men and women, to aspire after the broad and generous culture provided for in the higher institutions of learning.

A STATISTICAL SUMMARY.

When established	1862
Number of professors	—
Number of other teachers	9
Students in college work	—
Students in preparatory work	50
Students in other courses	175
Number enrolled 1900-1901	225
Value of buildings, furniture, and grounds	\$30,000.00
Amount of endowment, exclusive of buildings, etc.	\$50,000.00
Number of volumes in libraries	4,000
Value of libraries	\$ 3,000.00
Value of apparatus	\$ 750.00
Charge per annum for tuition in regular courses	\$ 27.00
Room, and necessary incidental expenses per annum ..	\$ 100.00
Average of total annual expenses per student	\$ 125.00
Number in last class graduated: males, 10; females, 9	19
Whole number of graduates since organization of institution	396

CHARLES CITY COLLEGE—CHARLES CITY.

J. F. HIRSCH, A. M., PRESIDENT.

The Charles City college was founded at Galena, Illinois, under the auspices of the German M. E. church, as the N. W. German-English Normal school, in the fall of 1868. In the first years it had a very rapid growth under the leadership of the veteran educator, Prof. J. Wernli, who was its principal for five years. The first class of eight was graduated in 1871. Not having strong financial backing other than that which comes from general educational collections and the tuition moneys of the students the school had a hard struggle for more than twenty years.

In 1881, the trustees incorporated the school under the laws of Illinois, as a college, and changed the name to German-English college; at the same time they instituted a theological department to prepare young men for the German ministry. While German was emphasized and extensively taught as a language, the general work of the college was and is still carried on in English, and much attention given to the study of English.

As time passed it became apparent that the territory tributary to the school was extending to the west, and a move of the institution to a more central locality became necessary. The citizens of Charles City, Iowa, offered a bonus of \$30,000 in land and moneys and the trustees voted to accept the proposition. Thus a beautiful tract of ground was purchased on an elevation on the southeast side of the city, a massive, three-story brick building erected, and another property with a large dwelling house acquired and remodeled for dormitory purposes.

The grounds and buildings now represent a total valuation of at least \$50,000. A board of twenty-five trustees appointed by the Northwest German Conference of the M. E. church has the general control and meets annually during commencement week for the purpose of appointing the faculty and transacting other necessary business.

As the old name was often found to be misleading, to the detriment of the best interests of the school, it was finally changed in 1895 to Charles City college, and thus it is now generally known. At Charles City the college has had a slow yet steady growth. In the first year its enrollment was 109; last year (1900-01) it reached 246.

The following items taken from the president's report to the trustees for the year ending June 10, 1901, may be of general interest: Enrolled from Floyd county, 179; outside the home county from Iowa, fifty-one; from South Dakota, eight; from Wisconsin, four; from Illinois, one; from Minnesota, one; from North Dakota, one; from New York, one. In the collegiate courses, thirteen; in the college preparatory, twenty-two; in the normal course, sixty-four; in the general preparatory, forty-three; in the commercial, fifty-four; in shorthand and typewriting, seventeen; in elocution and physical culture, thirty; in instrumental and vocal music, seventy-five; irregular, nine; total different students, 246. The graduating class num-

bered fifteen; one in the classical, four in the college preparatory, one in oratory, one in piano, seven in the commercial, and one in both commercial and the shorthand course.

The total valuation of grounds and buildings with fixtures amounts to upwards of \$55,000. The endowment fund which is practically all productive, sums up to \$25,000. Of late years friends are leaving bequests, etc., thus adding to this fund from year to year. The college has no debts.

While Charles City college is still numbered among the small colleges its influence and efforts are felt. The work in the preparatory courses is especially emphasized and here it has developed its greatest strength of late. The higher departments, however, are filling up, and during the last year there were classes in all the college years. The faculty aims to do thorough work in all departments, and this fact is recognized by the public generally and by sister institutions throughout the northwest.

There are six young peoples' societies connected with the college: the Young Men's Christian Association, the Young Women's Christian Association, the Washingtonian Literary (for young men), the Willard (for the ladies), the Teutonia Literary (German), and the Athletic Association. These societies are all very active and represent their respective lines of work.

A boarding hall offers board at actual cost to a limited number, thus making it possible for almost anyone to attend school here with not much more than usual living expenses. The college colors are crimson and old gold.

Charles City college has graduated a large body of young men and women following all possible vocations. Many are engaged in teaching, still more are preaching the gospel in German as well as English charges, some are physicians, some lawyers; quite a number are following commercial pursuits, many are thrifty farmers. All are successful in life and do honor to their alma mater.

A STATISTICAL SUMMARY.

When established? 1891, at Charles City, founded at Galena, Ills., 1868.

Number of professors.....	7
Number of other teachers	2
Students in college work	13
Students in preparatory work	65
Students in other courses.....	168
Number enrolled 1900-1901	246
Value of buildings, furniture and grounds	\$ 55,000
Amount of endowment, exclusive of buildings, etc....	\$ 25,000
Number of volumes in libraries.....	1,800
Value of libraries.....	\$ 1,500
Value of apparatus.....	\$ 500
Charge per annum for tuition in regular course	\$ 35
Room, and necessary incidental expenses per annum....	\$ 40
Average of total expenses per student.....	\$150 to 175
Number in last class graduated	Males 11; females 4
Whole number of graduates since organization of institution	129

CENTRAL COLLEGE, PELLA.

L. A. GARRISON, B. A., VICE-PRESIDENT AND ACTING PRESIDENT.

HISTORICAL SKETCH.

The Baptists of Iowa, realizing the need of a denominational college for the training of their young people, called, in October, 1852, a convention for the consideration of the educational problem. This convention met November 10th, at Oskaloosa. Owing to the inclement weather, a small representation was present. They therefore adjourned to meet again at Pella, in June, 1853. This last named body was one of the most complete representations of Iowa Baptists ever gathered together. When the convention met, full time was given to the deliberation of the various questions before it, and much prayer was offered especially for the direction of Almighty God in selecting the proper location. As a result, the following resolution was unanimously passed:

Resolved, That this convention accept the proposed donation of the citizens of Pella and vicinity and hereby locate our denominational institution at said place.

The articles of incorporation declare the object to be the establishment and holding and government of a literary and theological institution in Pella under the particular auspices of the Baptist denomination.

To this purpose the institution has ever been true, and is to-day, as always in the past, distinctively a Christian school. It is here believed and taught that all truth rests ultimately upon the nature of God, that the best learning is that which recognizes Him in his personal relations with men, that the highest culture reaches the heart as well as the intellect, and that the noblest life is a life in Jesus Christ. There is no narrow sectarianism in the policy or work of the institution. To all worthy students of whatever faith, Central opens her doors, welcoming them to an equal place in her work and life.

For forty-eight years the college has steadily pursued its work increasing in strength and influence, never closing its doors for a single term from the effects of our civil war, financial embarrassments, or any other cause.

Central College was still in its infancy when Sumpter was fired upon and Lincoln issued his call for troops. Her brave and loyal boys, to the last man able to carry a musket, volunteered and marched to the front one hundred and twenty strong, including A. N. Currier, the latin professor. Over twenty laid down their lives to save our country and free a race from bondage; the largest roll it is believed, from any college of its age in all the land.

For the past thirty years Central has been doing full college work.

The positions taken by her alumni in the various walks of life indicate the thoroughness of the work done in the class rooms.

The aim is to do work that will tell for life; to send forth men and women thoroughly fitted for that sphere in which their lot may be cast.

Pella, the city in which the college is located, was founded by a little band of Hollanders who, having been persecuted in the home land for their religious belief, fled to this country for refuge. Amidst these liberty-loving and God-fearing people, our early Baptist forefathers decided that their children would be safe, and founded the institution at Pella, Iowa, in 1853. With broad, well-shaded streets, water system, electric lights, telephone system, beautiful homes, attractive churches, refined society, Pella, now over fifty years old, having 3,000 inhabitants, is an ideal place for under graduate school work.

A STATISTICAL SUMMARY.

When established.....	1853
Number of professors	7
Number of other teachers	8
Students in college work.....	20
Students in preparatory work.....	69
Students in other courses.....	161
Number enrolled 1900-1901.....	234
Value of buildings, furniture and grounds.....	\$ 60,000
Amount of endowment, exclusive of buildings, etc....	24,000
Number of volumes in libraries.....	4,000
Value of libraries.....	\$ 5,000
Value of apparatus.....	3,000
Charge per annum for tuition in regular courses.....	24
Room, and necessary incidental expenses per annum...	110
Average of total annual expenses per student.....	\$135 to 175
Number in last class graduated.....	Males 6; females 1
Whole number of graduates since organization of institution	127

COE COLLEGE—CEDAR RAPIDS.

SAMUEL B. M'CORMICK, A. M., D. D., PRESIDENT.

Coe College had its origin in a school which the Rev. Williston Jones, pastor of the First Presbyterian church, opened in his own house in 1851. Fifteen hundred dollars were given to it by Daniel Coe, of New York state, one thousand dollars of which were used for the purchase of eighty acres of ground adjoining the then small town of Cedar Rapids. The college campus is situated on a part of this ground, now in the heart of the city. The college still owns about forty thousand dollars in lots; the remainder has been sold from time to time and has provided the college with most of its assets. In 1881 the school was incorporated as a college, with Rev. Stephen Phelps, D. D., as its first president. In 1886 he resigned, and in 1887 Rev James Marshall, D. D., of New York, was chosen as his successor. He served until his death, in 1896. In 1897 Rev. S. B McCormick, D. D., was chosen the president and is still serving in that capacity. The college is under the Presbyterian synod of Iowa and is managed by a board of thirty trustees. The college has one hundred and twenty-one graduates, all living. Its productive funds amount to sixty thousand dollars, but steps are now being

taken to increase this to two hundred thousand. Its professors number sixteen. In 1900-1901 the students in the literary department numbered two hundred and forty-three and in all departments three hundred and twenty-six. It has a preparatory school and a musical department. Coe is distinctively a college, having courses leading to the three college degrees, bachelor of arts, philosophy, and science. The semester term plan is in operation and the group system of studies has been adopted. The standard of the college is high and its work is noted for thoroughness. A large number of elective courses are offered. The language requirements for admission to the freshman class include, in the classical course, two years of Greek and three of Latin, in the philosophical, three of Latin and two of German, and in the scientific, two each of German and French. Graduates from the accredited schools, as listed by the committee of the State Teachers' Association, are admitted on certificate. The college is favorably located, both as to its moral and intellectual surroundings and as to the city itself, a railroad center and easy of access from every part of the state. Besides the college library, which numbers four thousand volumes, and to which additions are being rapidly made, there are in the city two other libraries open to the students. These libraries are valuable and are growing in size and usefulness, under the very careful management of the authorities. The Masonic library and museum is close to the college, and the city library is but a few blocks away. The two Christian associations of the city, with finely equipped gymnasiums, furnish a splendid opportunity for physical development. The athletic grounds on the campus, for tennis, base-ball, and foot-ball, have been made complete by the addition of a field house fitted up with baths and lockers. In the summer of 1901 a quarter-mile cinder track was laid, and thus opportunity is given for physical training throughout the entire year. In its laboratories, physical, chemical, biological, and psychological, Coe College excels. All these are thoroughly fitted with apparatus and provision is thus made for a thorough study of psychology and the sciences. The museum is a valuable addition to this equipment, and has been classified thoroughly, so as to be at the service of the student. Williston Hall, designed to accommodate about fifty young ladies, is their home while attending college and is delightful in all its appointments. The young men find rooms in homes adjoining the college at the most reasonable rates. Like all Iowa colleges, the annual expenses of the student at Coe are very low. They need not exceed two hundred dollars. Abundant opportunities for self-help reduce these expenses in a multitude of cases. There are four literary societies connected with the college, and these occupy their separate halls, exquisitely furnished, on the second floor of Marshall Hall. Special facilities are possessed for preparing the student for the four great professions, of law, medicine, theology, and teaching. Two papers are issued from the Coe College press, one managed entirely by the students, *The Cosmos*, and the other, *The Courier*, published under the direction of a committee of the faculty. A course of lectures by eminent men from abroad is given each year on Friday mornings. The college is Christian, not sectarian. The two Christian associations flourish and their membership includes the great mass of the students. A great many prizes have been provided for students who excel in the various departments of the college work. A summer school has been in successful operation during

the past three years. Its design is to give the student an opportunity to remove conditions, to make a study of special subjects, and to enable teachers to review branches of study necessary in order that they may secure certificates to teach.

Coe aims to secure the highest scholarship among her students and develop in them the noblest traits of character. Fidelity to duty, thoroughness of work, habits of promptness and accuracy, are held to be of first importance. Attendance at chapel daily is required of all the students and on the Sabbath attendance at the church of the students or parents choice. The faculty is in closest touch with the student and at the same time the young people are given the largest liberty for the development in themselves of self dependence and upright character. Such institutions, and Iowa has a large share of them, are of the greatest importance in the development of manhood and womanhood and they form a most valuable part of the educational force of our state. Depending as they do for their support upon the beneficence of good people and aiming at the highest things in both education and moral excellence, it is not strange that they have been, from the beginning of our history as a nation, sources of power and influence. As such, they will doubtless continue to be nurtured and will find a larger place in the affections of the people.

A STATISTICAL SUMMARY.

When established (incorporated as college 1881).....	1851
Number of professors.....	16
Number of other teachers.....	4
Students in college work.....	153
Students in preparatory work.....	90
Students in other courses.....	113
Number enrolled in 1900-1901 (in all courses omitting duplicates).....	326
Value of buildings, furniture and grounds.....	\$100,000.00
Amount of endowment, exclusive of buildings, etc., (\$40,000 additional not income producing now).....	61,000.00
Number of volumes in libraries.....	4,000
Value of libraries.....	\$ —
Value of apparatus.....	\$ —
Charge per annum for tuition in regular courses....	\$ 37.00
Room, and necessary incidental expenses per annum—Rooms per year.....	\$ 30.00
Board per week.....	\$ 2.50
Average of total annual expenses per student, about.....	200.00
Number in last class graduated: Males.....	9
Females.....	5
Whole number of graduates since organization of institution.....	121

CORNELL COLLEGE.

WM. FLETCHER KING, A. M., LL.D.

Mount Vernon, the seat of Cornell college, is celebrated for its beautiful location and its high moral and literary atmosphere.

Tradition records that when Rev. George B. Bowman, D. D., the founder of the college, first ascended this forest-crowned summit, in the early fifties, and opened his eyes to the beautiful landscape stretching amphitheatre-like in all directions, varied by undulating plains, semi-circular river-bluffs, blooming prairies and waving forests, he was deeply impressed with the conviction that Providence had designed this for the seat of a Christian college. And withdrawing to nature's temple, within a clump of trees, he with uncovered head dedicated the site and himself to the holy cause of learning.

He and his co-laborers at once determined to realize his vision. The first building was completed 1853, and school was opened in November of that year under the name of "Iowa Conference Seminary," with Rev. Samuel M. Fellows, A. M. principal. The school grew rapidly in numbers and influence till 1857, when a college charter was secured. The first president was Rev. R. W. Keeler, D. D., who was succeeded by Rev. Samuel M. Fellows, A. M., in 1860. Since his death in 1863 the institution has been under the presidency of Rev. William F. King, LL.D.

The faculty has increased to thirty-five. No immature or inexperienced teachers are employed in any grade of work. All are specialists in their several departments, and they live close to the students, carefully studying their aptitudes and needs, and giving them the best they possess. Great care is exercised in selecting professors with a view to long and useful service. As a result their present average term of service is 18 3-5 years, giving to the college the advantages of continuity of life and policy.

Cornell has always been endowed with a splendid body of students. The annual attendance in forty-four years, as shown by the catalogs, aggregates 20,560, an average of 467 3-11 per year. The number last year was 716, the largest in the history of the college; of these, 360 were in the regular college classes. There have been graduated to the Baccalaureate degree 900, and about an equal number have received certificates from shorter courses. They are prominent in church and state, in all lines of business and in all professions. The governor, the superintendent of public instruction, and the congressman from the district in which the college is located, all received their degrees from the college.

Four courses of study are provided, classical, philosophical, scientific, and civil engineering, leading to the Baccalaureate degree. The requirements for admission to these several courses are as near as possible equivalent in amount and educational value.

The college is in close affiliation with the high schools of the state and admits the graduates of a large published list of schools to the Freshman

class without examination. For those students who come without sufficient preparation for the Freshman class, an academy of high standard is provided where they may advantageously complete their preparation. Besides furnishing excellent facilities for preparation for college, the academy offers English, normal and commercial courses.

The schools of music, art and oratory furnish the best of instruction and models with advantages of collateral literary work in the college. The May music festival has proved a musical and financial success, overflowing the large auditorium. The splendid Armstrong pipe organ is of great advantage in these festivals. Mount Vernon affords numerous high grade entertainments, musical, literary, educational and social, which are potent in moulding and elevating the youthful mind.

The twelve literary societies of the college are celebrated for their handsome halls, their generous rivalries and their excellent literary work especially in the line of debate. They have triumphed in every intercollegiate debate in which they have engaged.

The campus, together with the athletic field, occupies about seventy acres. From its charming slopes, alternating with forest and lawn, beautiful scenery greets the eye in every direction. It is crowned by five well-appointed college buildings, exclusive of the new fire-proof \$40,000 library building, which is soon to be erected by Mr. Carnegie.

The financial assets of the college, including endowments, buildings and equipments, amount in round numbers to \$550,000. As its income is inadequate for the great work to which it is called, the college authorities have undertaken to raise its productive endowment to at least \$500,000, and they are only about \$150,000 short of this happy consummation. When this is completed and two or three much needed buildings added, the college will be in a condition to easily and effectively carry forward its great work.

The library contains 20,000 volumes, to which the students have free access and they are taught to use it as an apparatus for study and investigation. The reading room is well provided with the periodicals of the day, both domestic and foreign, and the various works of reference.

The college has recently taken an advanced stand in the way of enlarged and well-equipped laboratories. The chemistry laboratory provides for forty students in a section, with tables, drawers, chemicals, water, gas, and apparatus for the practical work of each student. Everything is provided for rapid and accurate work. The physical laboratory occupies two rooms in Science Hall for lectures and experiments, and is well provided with apparatus for practical experiment.

The geological laboratories are unexcelled outside of the great universities. In addition to 12,000 fossils, ores and crystals in the museum, there have recently been placed in the laboratory the Harvard geological models illustrative of the evolution of land forms and the stages of history of rivers, coasts, etc. In apparatus illustrating the new physiographic geology the laboratory is especially rich. It is also provided with petrological microscopes, petrotome, and numerous large models of canyons, plateaus and mountains, and hundreds of lantern slides, charts, photographs and topographical maps. The biological laboratories are provided with tables of the Harvard zoological type, thirty of the best German and American microscopes, dissecting instruments and other apparatus for practical work.

The museum contains a large and valuable collection, illustrative of the various departments of natural history, including shells, corals, sponges, mammals, birds, reptiles, fishes, woods, fibers, seeds and resins. The valuable Power collection of American archaeology, installed in eight cases, embraces several thousand specimens illustrating the art and life of prehistoric America.

The physical health of the students is provided for in the gymnasium, and the ample athletic field, where various college sports are liberally patronized, such as track athletics, ball-games, lawn tennis and golf. These sports are under the supervision of two thoroughly trained experts, one for men, the other for women. The thorough medical and other preparation of these teachers fits them for making preliminary tests and measurements and the adaptation of the work to the various student needs.

A STATISTICAL SUMMARY.

When established? As a college in.....	1857
Number of professors	15
Number of other teachers	20
Students in college work	360
Students in preparatory work.....	297
Students in other courses.....	59
Number enrolled 1900-1901.....	716
Value of buildings, furniture and grounds.....	\$204,925.00
Amount of endowment, exclusive of buildings, etc..	\$346,579.81
Number of volumes in libraries.....	20,000
Charge per annum for tuition in regular courses....\$	44.00
Room and necessary incidental expenses per annum from....	\$141 to 258.00
Average of total annual expenses per student	\$ 200.00
Number of last class graduated Males, 37; females	17
Whole number of graduates since organization of institution.....	900

DECORAH INSTITUTE, DECORAH.

MRS. J. BRECKENRIDGE, PRINCIPAL.

Decorah Institute is the oldest *purely* private school in the state of Iowa. This school was established September, 1874, by the late John Breckenridge, and by him carried steadily forward for twenty-five years until Friday morning, April the 21st, 1899, about the time in the morning of the usual opening of his school he was, without a moment's warning, called from earth to heaven.

John Breckenridge was born at Ware, Massachusetts, October 26, 1834. Growing to manhood he received the best training for a teacher that the state of Massachusetts could then give. Coming west he taught for a time in Wisconsin as principal of village schools. Afterwards coming to Decorah, Iowa, Mr. Breckenridge carried out a long cherished plan when he established Decorah Institute.

The enrollment of this school again and again overtaxed the capacity of the original house, necessitating building and rebuilding.

Without one cent of outside aid and during two national financial panics and one financial depression of northeastern Iowa, particularly felt in the vicinity of Decorah, Mr. Breckenridge by wise administrative ability not only carried his school safely through these monetary struggles, but provided a means of income to numbers of families and merchants by bringing many students to live and board in Decorah.

Mr. Breckenridge pushed his school onward and upward until it became recognized as a leading preparatory school by the great western universities. With an institution of learning so well established, and representing the life work of so earnest, so good a man, the least his wife and daughters could do when he was called so unexpectedly, so suddenly, away forever, was to take up the work where he left it and carry it on as he would have had it carried on.

The following from the Decorah Republican, written September 5, 1901, gives the status of Decorah Institute at the time this article was written:

Decorah Institute began the twenty-eighth year of its helpful work Monday last, and we are glad to be informed that its outlook is one of promise. The numbers beginning the school year, and the inquiries coming in, point to an attendance that has not been rivaled in recent years.

From its inception, down to date, there has been one pre-eminent characteristic of Decorah Institute. Academic work has never been slighted; it has always afforded high grade privileges to the advanced student, and is one of the few preparatory schools able to give extended work in Greek, Latin, German, the higher mathematics and sciences; but it was the desire of its founder, Mr. John Breckenridge, to offer special advantages to the boy or girl that had been deprived of school privileges in the early struggles and severe labors of pioneer life. To all such his personal instruction—orally and otherwise—was given with a gladness amounting almost to delight. He had acquired a reputation as an educator second to none in this portion of Iowa, and excelled by few in the state; and this ability he devoted to that class of students—those too big and too proud for beginners' classes in our public schools, and yet feeling a hunger and thirst for education. This fundamental idea in the early history of Decorah Institute is still its greatest glory. There are state superintendents like our own R. C. Barrett, and J. C. Halland, of North Dakota,—county superintendents and school principals too many to enumerate,—besides doctors, lawyers and business men who credit this school with supplying the foundations whereon have been built reputations and fortunes; but it still remains true that the highest honors won by Decorah Institute exist in the loving thankfulness of many hundreds of its thousands of pupils who came to it green country boys and girls, barely able to read and write English, and by it were given a love of learning and habits of study that created in them a vigorous, healthy intelligence and a higher type of citizenship.

When Mr. Breckenridge dropped his scepter and other hands took it up, there was a problem: Could this rule and practice—this unusual but commendable system—be successfully maintained with the power and vigor necessary to command success? This problem has been solved by two years of steady growth and an outlook that inspires confidence in the future. For

this citizens of Decorah and every friend of the old school should heartily rejoice.

A STATISTICAL SUMMARY.

When established.....	1874
Number of professors.....	—
Number of other teachers.....	12
Students in college work.....	0
Students in preparatory work.....	20
Students in other courses.....	424
Number enrolled 1900-1901.....	434
Value of buildings, furniture and grounds.....	\$10,000.00
Amount of endowment, exclusive of buildings, etc...	0
Number of volumes in libraries.....	1,500
Value of libraries.....	\$ 1,000.00
Value of apparatus.....	\$ 500.00
Charge per annum for tuition in regular courses....	\$ 33.00
Room, and necessary incidental expenses per annum	\$ 133.00
Average of total annual expenses per student.....	\$ 150.00
Number in last class graduated: Males.....	5
Females	2
Whole number of graduates since organization of institution in college preparatory.....	75
In other work, hundreds.	

DENISON NORMAL AND BUSINESS COLLEGE—DENISON.

W. C. VAN NESS, A. M., PRESIDENT.

The buildings of the Denison Normal and Business College were erected in the summer and fall of 1892 and the school was opened in January, 1893, and since that time it has been in operation almost every week in the year, the summer term of special training for teachers nearly making the year a continuous round of school work.

The institution is a free gift of the people of Denison because they believed that such an institution would be a permanent good to the town and community. Subscriptions were circulated and donations made for the purchase of the ground and the location of the necessary buildings, without the hope of financial gain from the undertaking, further than would come to the town as a whole from the establishment of such an institution in its midst. The subscription was headed with a liberal donation from Governor Shaw and there was scarcely a business man in the vicinity who did not donate something. The donations so made have reached something like \$30,000.

The large plat of ground just east of the college building was purchased and divided into lots and the lots sold, not for personal benefits but all the proceeds going into the funds of the institution.

The piece of ground just east of the city of Denison was chosen for the campus. The location gives one of the most beautiful views that there is in

the vicinity. Away from the business part of town, on a moderate elevation, with the Boyer valley stretching far to the west, a student can have the advantage of quiet, pleasant surroundings and plenty of good fresh air.

The institution is non-sectarian, however purely religious in all its methods. Its purpose has been from the first to avoid the matter of creed, but demand moral uprightness of character.

There is no endowment, but its friends have always stood ready to care for its needs liberally. During the past eight years of its operation, financial aid has been regularly given which has amounted for the time being to an endowment.

Such has been the history of the finances of the college up to the present time. The work of the school has been academic, normal, commercial, music and oratory. In the academic line the aim has been to prepare students thoroughly for admission to colleges and universities. To this there is added some additional work for those who cannot go farther so that they may have a little taste of what is on beyond. Nearly every year some of its graduates have gone to higher institutions and have sought a wider field which would have been closed for them had it not been for Denison.

Special attention has been given to the training of teachers. Not only the necessary branches for certificates have been presented, but the professional work in didactics and pedagogical psychology and training classes for teachers have presented the work of the school teacher as a profession which needs and has a technical preparation.

In commercial work the business methods and practice outside of the actual counting-room have always been presented. The motto has been, "To save time is to lengthen life." Whatever has been devised for the mastery a thorough grounding in the principles of accounts has been made use of in this department.

A part of the building has been set aside by the design of the building for a music department. It is so arranged that the giving of lessons shall not appreciably disturb the operation of the rest of the school. The department has furnished instruction in instrumental and vocal music and is growing in numbers and favor.

Hon. H. C. Laub made a gift of books which served as a nucleus of a library. To this from time to time additions have been made until now there are some 907 volumes at the disposal of the students.

There is also in the museum a fine collection of minerals and forms of sea life, so that much can be gained in this line from direct observation. The physical and chemical laboratories are equipped for individual work by the students. The apparatus for rather more than introductory work has cost something in the neighborhood of five hundred dollars.

There have been in all 167 graduates. Of these there were forty-seven in the normal and academic departments; sixty-four in the commercial department; fifty-one in the shorthand department; five in the music department.

At the opening of the institution Prof. A. E. Whitten was principal. He held this position until July when he resigned and the present incumbent, Prof. W. C. Van Ness, was elected in his place. From the establishment of the institution for seven years Prof. J. H. Holmes had charge of the financial affairs of the school.

A STATISTICAL SUMMARY.

When established? Chartered, 1892; opened in 1893.	
Number of teachers	8
Students in preparatory work	171
Students in other courses	125
Number enrolled 1900-1901	296
Value of buildings, furniture and grounds	\$40,000
Number of volumes in libraries	907
Value of libraries	\$500.00
Value of apparatus	\$500.00
Charge per annum for tuition in regular courses, for forty weeks in normal and academic, \$40; forty weeks in commercial	\$ 60.00
Room and necessary incidental expenses per annum	\$ 30.00
Average of total annual expenses per student	\$ 80.00
Number in last class graduated.....Males, 19; females	12
Whole number of graduates since organization of institution.....	167

DES MOINES COLLEGE, DES MOINES.

GEO. D. ADAMS, A. B., A. M., B. D., D. D., PRESIDENT.

The University of Des Moines, now called Des Moines College, was acquired by purchase in November, 1864. The property lying west of Fifteenth street and north of Woodland avenue belonged to the Lutheran church. There was one building of the size of our North Hall.

When it became known that this property was for sale, a few Baptists, seeing the opportunity for the denomination, became incorporated as a college and appointed proper officers. As time was required to organize and collect funds, Rev. Luther Stone, of Chicago, bought the property and held it for two or three years in his own name. The sum required for the purchase and necessary repairs was \$20,000. As it was a long time before this sum could be raised, Rev. J. F. Childs, now of California, took the property and carried it for a part of the time. Another of the most active promoters of the enterprise was Rev. J. A. Nash, who gave largely of his time and money. For many years he was practically at the head of the institution.

The University was first opened in a single department—the department for young ladies. During the first year, which began Monday, November 27, 1865, the school was in charge of Miss Josephine A. Cutter as principal.

The school was then held in the First Baptist Church, which was on Mulberry street, directly north of the Courthouse.

The school soon became co-educational, but for several years very little was done beyond the work of an academy. In 1869-'70, D. M. Mason was principal, and in 1874-'77 college classes began to emerge. The senior class of that year was composed of James M. Miller and his sister, Ella Miller, and they were the first graduates. Dr. Nash was then president. There

were then two professors, N. H. Goldthwaite, mathematics, and J. H. DeWolf, latin. There was an instructor in German and another in French and Spanish. The chairs of Greek, Rhetoric and Literature, and Natural Sciences were vacant, but we are informed that "instruction is for the present given in these branches by the other professors."

In 1875-'76 Hon. F. Mott, now of Winterset, was president. In that year the denomination undertook a general centennial educational movement. The University board put itself on record as proposing to share in the movement by expending \$100,000 for a new building and by raising \$250,000 for an endowment fund. But the times were not favorable. Dr. Nash became president again in 1876 and continued till 1881, when he was succeeded by Mr. D. F. Call, who served only a part of the year. Dr. Nash held the office again for a year. He was followed in 1883 by Dr. Ira E. Kenney. It was during Mr. Kenney's administration that the change was made in location. The land now owned by the college was the gift of the Prospect Park Land Company. The old campus was sold, the buildings torn down and the material used in the erection of North Hall. North Hall was completed and first used at the close of the school year, May, 1885. After Dr. Kenney's resignation in 1885, the school was without a president until Dr. Stetson was elected in 1889.

In 1887 Nash Hall was erected. In 1889-'90 a successful effort was made to raise an endowment of \$100,000, and pay the indebtedness, which was about \$20,000. The subscriptions secured were ample, but with hard times came reverses which resulted in the loss of nearly 50 per cent to the college. When the canvass for endowment was projected the name of the institution was changed and when the University of Chicago was started the college became affiliated.

Considering the resources the college has had an encouraging growth. The quality of its instruction and the character of its instructors and students have given it a good standing among the other colleges of the state.

In 1900 through the munificence of the American Baptist Education society and Mr. J. V. Hinchman, a movement was set on foot to raise \$80,000 for the college. The canvass so far promises an early completion of this amount. On January first, 1901, Rev. George D. Adams D. D. became president.

COURSES OF STUDY.

The college offers three courses of study leading respectively to the degrees of Bachelor of Arts, Bachelor of Science, and Bachelor of Philosophy. Each of these courses covers four school years of thirty-six weeks each. Each course lays down certain required studies which the student will be expected to follow in the order given and at the times specified. Each course also offers a certain number of elective studies from which the student will be permitted to choose sufficient majors or minors to complete his required number of credits. Although the junior and senior years are largely elective, yet enough is required to hold the student to a definite course of study.

DEGREES.

The degrees of A. B., Ph. B. and S. B. will be conferred by the board of trustees upon the completion of the prescribed courses. The degree of A.

M. will be conferred upon the completion of one year's resident graduate work and the presentation of an acceptable thesis. Candidates for this degree must have received the Bachelor's degree from this or some other college of like standing.

AFFILIATION WITH THE UNIVERSITY OF CHICAGO.

The chief features of affiliation are these:

1. The president of the college is a member of the university congregation.
2. The courses of study offered by the college are approved by the university.
3. All examinations given in the college are approved by the university, and are graded there, in the same manner as the examinations given at the university itself. Thus, students whose work in college is satisfactory to the university, receive credit for the same on the records of the university.
4. Each year, three students who have earned the Bachelor's degree receive a scholarship, amounting to \$150, in the form of free tuition for one year in the graduate schools of the university.

The object and result of this arrangement is to maintain a high grade of work in the college.

A STATISTICAL SUMMARY.

When established.....	1865
Number of professors.....	10
Number of other teachers....	10
Students in college work	82
Students in preparatory work ...	48
Students in other courses.....	59
Number enrolled 1900-1901	189
Value of buildings, furniture, and grounds	\$120,000.00
Amount of endowment, exclusive of buildings, etc. .	\$ 56,000.00
Number of volumes in libraries.....	5,000
Value of libraries	\$ 7,000.00
Value of apparatus ...	\$ 1,200.00
Charge per annum for tuition in regular courses....	\$ 36.00
Room, and necessary incidental expenses per annum average	136.00
Average of total annual expenses per student	\$ 180.00
Number in last class graduated: Males.....	8
Females.....	6
Whole number of graduates since organization of institution. ....	....

DRAKE UNIVERSITY—DES MOINES.

WM. BAYARD CRAIG, A. M., LL. D., CHANCELLOR.

Drake University was founded in 1881. University Place, now a thriving and attractive part of the city was then a grove-crowned summit with a narrow country road winding about under the great trees. The purpose of the

founders and their colleagues was the creation of a university in which all branches of learning might flourish in an atmosphere, where at all times a frank and open effort could be made to maintain Christian ideals and a Christian spirit. A sectarian motive was distinctly disavowed. The institution was founded on a broad foundation that declared that its doors should ever be open to students of either sex and of any nationality. F. M. Drake, Geo. T. Carpenter, and D. R. Lucas are the honored names on founders day.

A college course was arranged in harmony with the educational standards then prevailing in the state. A Bible college was started that has now become one of the largest in point of attendance in America. The Iowa College of Law and the Iowa College of Physicians and Surgeons became associated with the work of the university. A normal course and an academy were made important parts of the plan and departments in music, oratory and art established.

The main building of the university was finished in 1882. Science hall was not completed until 1892, the auditorium was dedicated in 1900. The latter building seats 1,500 and is at present the best college auditorium in the state.

The growth of the university, owing largely to favorable location and vigorous management, places it among the foremost institutions of the state in percentage of growth and present enrollment. Last year, counting in the summer schools, also under university management, the complete list of matriculates numbered 1,764. A student may enroll in two or more departments but of course his name is counted but once. A classification of this list will be found in the proper place in this volume.

Seventy-six professors and teachers are employed, some of whom are teaching in more than one department. Our catalog shows how they are distributed.

Notable improvements have been made in the past few years in the organization of the university. The pharmacy, music, law and medical departments had been working under contracts of affiliation that deprived the university of full control and seriously disturbed the unity and full co-operation of the departments. The commercial spirit was allowed to creep in where university and college ideals should at all times prevail. All this has been changed, all these departments are now as much a part of the university as the collegiate or Bible departments. The university cannot shield itself on account of lack of control, it has all control and must bear the responsibility. The consciousness of this fact calls forth special efforts to improve the teaching force. This year will see marked advance in the medical department. The first and second years are now taught in the science hall of the university, the time has been extended to nine months and the course made stronger. Recognizing the importance of pathological and physiological chemistry in the present study of medical science the university has secured a teacher who will give all his time to these lines of work and will in addition teach bacteriology. Dr. C. H. Hoffman, who has been selected for this position, took the full course at Heidelberg, with the degrees of A. M. and Ph. D.; he also took post-graduate work at Munich, receiving the degree of Ph. D. Under his direction a new, large and complete pathological laboratory has been fitted up for the medical students.

Arrangements have been also perfected that will enable the students to study morbid anatomy at post-mortems in the city. These with other improvements are a marked gain to the advantages afforded the medical student in a large city like Des Moines. In the list of the professors will be found the names of men eminent in the profession in city and state.

In the reorganization of the law department (the Iowa College of Law) the same policy of improving the teaching force has been adhered to. Dr. V. A. Roberts will give all his time to the school, his predecessor gave but one hour per day. Dr. Roberts is a graduate in law of Harvard and secured his Ph. D. by three years study in law at Heidelberg. He has fitted himself especially for the work of teaching and in this course represents the new and better type of law school teacher. Judge C. C. Cole remains as Dean of the school and will devote two hours per day to the lecture room. Mr. C. A. Dudley is a graduate of the University of Michigan, and by his long and successful practice in Des Moines has secured for himself a high place in the esteem and confidence of the public. He is a valuable acquisition. Judge Kinney and Judge Holmes continue with the school and Mr. E. B. Evans and Mr. Lawrence Byers are also in the faculty. The Iowa College of Law has excellent standing among the law schools of the east and will not be permitted to recede.

In the reorganization of the Conservatory of Music the best possible talent was sought for and obtained; as a result the attendance in this department doubled the past year. Three new rooms have been prepared to meet the growing needs.

Additions have been made to the faculty of the Bible College.

The Normal department has subdepartments in Pedagogy, Primary work, Kindergarten, Stenography and Typewriting, Commercial and preparatory work. To these has now been added a training school for supervisors of music in the public schools. There is no school of this kind west of Detroit. The new law in this state concerning music in the equipment of teachers in the public schools makes this department a necessity.

In these changes the needs of the central department, the college itself, have not been forgotten or neglected. It is regarded as the center of the series of colleges and every effort is made to keep it up with the highest standards in Iowa.

Summer schools are maintained in every line of study for which there is sufficient demand. The Drake Summer School of Methods has more than a state reputation.

REPORT OF DRAKE UNIVERSITY.

A STATISTICAL SUMMARY.

When established	1881
Number of professors	75
Number of other teachers	10
Students in college work	218
Students in preparatory work	173
Students in other courses	749
Number enrolled 1900-1901, 1,140 (summerschools 624)	
Total	1,764

Value of buildings, furniture, and grounds.....	\$250,000.00
Amount of endowment, exclusive of buildings, etc..	\$150,000.00
Number of volumes in libraries.....	8,000.00
Value of libraries.....	\$ 7,500.00
Value of apparatus.....	\$ 7,000.00
Charge per annum for tuition in regular courses:	
College, per year.....	\$ 41.00
Law.....	\$ 50.00
Medicine.....	\$ 80.00
Pharmacy.....	\$ 42.00
Average of total annual expenses per student:\$	225.00
Number in last classes graduated, males.....	142
Females.....	47
Whole number of graduates since organization of institution.....	900

EPWORTH SEMINARY, EPWORTH.

REV. H. R. DE BRA, A. M., B. D., PRINCIPAL.

The following is as nearly a correct statement of the history and purpose of Epworth Seminary as I can give, having just come to the principalship.

Epworth Seminary was founded in the year 1857 by devoted members of the Methodist Episcopal church, and has since been under the control of the Upper Iowa Conference of that church. The object in thus founding and maintaining a denominational school has not only been to propagate Methodist tenets, but to furnish to all classes education under the best moral and Christian influences. No unwarrantable effort is ever made to proselyte students from other religious organizations; and those whose beliefs are such as to make it desirable that they be excused from chapel exercises, are so excused. The requirement that every student attend religious service once every Sabbath, leaves the student free to choose the place of attendance. On the other hand, the Seminary stands preeminently for the best Christian principles and the dominance of these has been such that not only the Seminary, but the town has been free from most of the grosser immoralities commonly found in communities of this size.

The Seminary is a college preparatory school, with extra departments of music, art, commercial science and practice, and science of teaching. There have also been added, in these later years, certain college studies. These afford advanced culture for those who will not go to college, and secure advanced credits for those who enter college. Students taking this advanced work can usually register as sophomore in college.

CREDIT IN OTHER INSTITUTIONS.

Arrangements have been made with the leading colleges and universities of Iowa to receive graduates of Epworth Seminary upon the examination certificate from the school. Epworth Seminary has been placed on the accredited list of the following institutions:

Lawrence University, Appleton, Wis.

Ohio Wesleyan University, Delaware, Ohio.
 Northwestern University, Evanston, Ill.
 Nebraska Wesleyan University, University Place, Neb.
 Iowa Wesleyan University, Mt. Pleasant, Iowa.
 Iowa Agricultural College, Ames, Iowa.
 Albion College, Albion, Mich.
 Hamline University, Hamline, Minn.
 University of Kansas, Lawrence, Kansas.
 Drew Theological Seminary, Madison, N. J.
 Brown University, Providence, R. I.
 Coe College, Cedar Rapids, Iowa.
 Dakota University, Mitchell, S. D.
 University of Iowa, Iowa City, Iowa.
 Cornell College, Mt. Vernon, Iowa.
 Upper Iowa University, Fayette, Iowa.
 Morningside College, Sioux City, Iowa.
 Iowa State Normal, Cedar Falls, Iowa.
 University of Minnesota, Minneapolis, Minn.

No record has been preserved of the students who took work in the seminary prior to 1882, but since that time nearly 300 have graduated from the school, besides a much larger number who took some work but did not graduate. The school has gained steadily in number of students, and in general popularity. Any thought that may have been entertained in the years past of closing the school has been dissipated, and the school has entered upon an era of prosperity which has in it the elements of perpetuity. Six years ago there was built a magnificent recitation hall, with all the modern equipment, such as steam heat, slate boards, good furniture, etc. This building will accommodate twice the number of students now in attendance. During the past year the first endowment was procured for the seminary. The sum of \$10,000 was given for the purpose of endowing a chair of English Bible. Among the alumni of the school are many people of wealth, and many friends have been made for the school by its excellent work. These friends manifest the spirit of devotion that means success for the seminary.

The school is situated sixteen miles from Dubuque, on the Illinois Central railroad, and one mile from the Kidder station on the Great Western railroad. The campus is a beautiful hill on the outskirts of the village of Epworth. A more beautiful spot would be hard to find.

While the trustees are unable to pay large salaries to the teachers, the reputation of the school, as a stepping stone to higher positions, is such that no difficulty is found in keeping a faculty of well trained and enthusiastic young teachers. The universal satisfaction with the teaching force is such that an occasional change of teachers does not disturb the general confidence.

The expenses are kept at a very low rate, so that a student may attend an entire school year, counting tuition, board and room, at a little over \$100.

A STATISTICAL SUMMARY.

When established.....	1857
Number of Professors .....	....
Number of other teachers.....	12
Students in college work .....	....

Students in Preparatory work	103
Students in other courses	104
Number enrolled 1900-1901	207
Value of buildings, furniture, and grounds	\$50,000.00
Amount of endowment, exclusive of buildings, etc.	\$10,000.00
Number of volumes in libraries	1,800
Value of libraries and apparatus	\$ 2,500.00
Charge per annum for tuition in regular courses	\$ 34.50
Room, and necessary incidental expenses per annum	\$ 30.00
Average of total annual expenses per student, \$95 to	\$ 125.00
Number in last class graduated: Males	12
Females	5
Whole number of graduates since organization of institution (no record from 1857 to 1882) since 1882 about	300

HUMBOLDT COLLEGE—HUMBOLDT.

J. P. PETERSON, PRESIDENT.

In 1866, through the individual efforts of one high-minded, pure-souled man, a movement was set on foot which resulted in the organization of Humboldt College. No one with less faith and persistence than the Rev. S. H. Taft, founder of the town of Humboldt, could have carried it through to a successful finish. Through his efforts, funds for the erection of the present main building were secured, and work was begun in July, 1870. It is interesting to note that the founder had both the moral and material support of Henry W. Longfellow, Dr. Channing, Edward Everett Hale, Henry Ward Beecher, James Freeman Clark, Wendell Phillips, and others. The school flourished for a number of years, but was finally discontinued for reasons that were entirely beyond the control of the friends and founder of the school. Yet it was only because of what had been accomplished that the new Humboldt College became a realized fact, so that Rev. S. H. Taft will always be remembered, not only for the good he *sought* to do, as he touchingly put it, but for the good he actually has done.

In the spring of 1895, Professors J. P. Peterson and A. L. Ronell made a proposition to reopen the school on condition that the citizens of Humboldt would donate the property. The citizens acted as one man. Sufficient money was subscribed, the purchase was made, and the property transferred to the new managers on the 20th of July, 1895. Ground was broken on the 22d for a new building, and on the 1st of October the new Humboldt College was opened with appropriate exercises. In February, 1901, the last mortgage was lifted, so that at present Humboldt College occupies the unique distinction of being out of debt.

The main building referred to above is a magnificent structure of cut stone, three stories high and basement, and is used exclusively for school purposes. It has undergone thorough repair and everything in and about the building is practically new. East Hall, erected in 1895, is a large frame structure three stories high and basement. It affords dormitory accommo-

dations for the young ladies, and contains the kitchen and dining room. West Hall, erected in 1896, is similar in size and structure to East Hall, and affords dormitory accommodations for the gentlemen. All these buildings are pleasantly situated on a lofty eminence overlooking the surrounding country, and are surrounded by a beautiful grove.

The library contains about 5,000 volumes, including pamphlets, and the reading room is supplied with the leading daily and weekly newspapers and magazines. The school is also well supplied with apparatus of all kinds, and well equipped to teach all branches according to the most approved methods.

The school is thoroughly Christian in character, but not under the control of any religious denomination. It has no endowment, and must stand on its own merits. The aim is to maintain a school where a person can find instruction in any branch at the least possible expense. The school year is divided into five terms of eight weeks each with no vacations between terms. The following among other courses are offered: Common school, academic, teachers', principals', professional, scientific, classic, elocution, orators, business, commercial teachers, shorthand amanuenses', shorthand reporters, law, penmanship, drawing, oil painting, piano and organ, pipe organ, voice culture, musical theory, violin, telegraphy, correspondence, journalism, civil service.

The results achieved have been marked and immediate. Our students entering universities and other state schools have received full credit for work done here, and some have even received advanced standing. Humboldt college is well represented in the rural and graded schools of the entire northwest, in all mercantile pursuits, at the bar, in the pulpit, etc. Out of 122 applicants for certificates at the last teachers' examination in Humboldt county, 60 (nearly 50 per cent) had received training at Humboldt college, 19 (nearly 16 per cent) had received training at other private schools, while only 5 (about 4 per cent) had ever attended the state normal. The remainder had had no professional training. These figures show that private schools are doing practically all the training of teachers for the rural schools, in this county at least—and that without a cent of expense to the state. If conditions are the same in other counties in which there are private schools, and if the rural schools of Iowa are equal to those of states supporting several state normals, would it be wise to tax the people of Iowa for the erection and sustenance of more normal schools?

What the twentieth century has in store for education we know not.

Whether, as Dr. Hobson declares in his "Social Reform" just published, "the political and governmental school machinery" must of necessity turn out "machine made" pupils, while private schools may vary their methods to fit the individual and thus develop originality and personality; whether private schools are free to choose, and because of competition, anxious to choose the best text-books, while government schools with boards often under the control of corporate wealth, are by circumstances often compelled to use inferior texts and methods; whether the professor in a large college or university is so deeply buried in his work of original research that he has lost touch with the ordinary pupil and interest and tact with class work; whether a student does not get the best from a professor of a large college or university in his books, and must go to a small college for the inspiration which

comes from sympathetic, personal contact—these are questions which we must necessarily wait for the twentieth century to solve.

A STATISTICAL SUMMARY.

When established.....	1895
Number of professors and teachers	24
Number of students enrolled 1900-1901	372
Value of buildings, furniture and grounds	\$ 50,000
Number of volumes in libraries.....	5,000
Value of libraries.....	\$5,000 to 7,000
Value of apparatus	\$ 1,000
Charge per annum for tuition in regular course.....	\$ 30
Average of total annual expenses per student	\$ 110
Number in last class graduated.....	Males, 12; females 7
Whole number of graduates since organization of institution	141

IOWA COLLEGE, GRINNELL.

PROFESSOR J. H. T. MAIN, PH. D., ACTING PRESIDENT.

Tradition says that it was the afternoon of a rainy day in the fall of 1848 when Iowa College began the work of instruction in Davenport. There were two students and one professor. This was the practical beginning of higher education in the northwest beyond the Mississippi. The official beginning dates from June 10, 1846, when the first board of trustees was elected.

There had been other "colleges" and "universities" planned and built on paper for the new country west of the Mississippi, but the untoward conditions of pioneer life were such that none of them hardly more than attempted to begin the work of instruction, and none of them, save Iowa College, has lived to tell the story of that early time. Why did it live and grow? The reason is not far to seek. The college was not planned nor built on paper, but actually created and brought to practical realization by the co-operation of a little group of men who themselves possessed head and heart culture and who believed in the same quality of culture for the people in the new country to which they had come. Most of them had taken degrees from New England colleges, chiefly Yale, and all of them had taken the course at Andover Seminary. Coming from those halls, full of the vigor and enthusiasm of youth, with clearly defined ideas and well established principles, they represented potentially a college of the highest type. Out of their spirits the college grew as time and environment permitted, slowly it is true, but steadily and substantially.

There was an immediate effort made to fix the outlines of a college. The first catalogue witnesses this. Requirements for admission: "Candidates for admission to the Freshman class must be fourteen years of age, present adequate testimonials of a good moral character and sustain a satisfactory examination in English grammar, geography, arithmetic, algebra, Latin grammar, Cæsar's Commentaries, Sallust, Virgil, Greek grammar, the four

Gospels in Greek and Xenophon's *Anabasis*." The Freshman class, as given in this catalogue, consisted of six young men. The faculty numbered two.

In 1859 the institution at Davenport closed its doors and with its assets, about \$9,000, moved to Grinnell where it absorbed Grinnell University, consisting of two professors, fifty preparatory students and property valued at \$35,000. This was due to the fact that the growth of Davenport made necessary the extension of some streets through the college grounds, making them unsuitable for college purposes. The location at Grinnell was chosen because of the character of the community, composed almost exclusively of eastern people, and the hearty assurances of co-operation and help given by the leading citizens. Difficulties connected with the transfer had caused an intermission of a year or two. Immediately thereafter came the troublous times of the Civil war. The upper classmen went "to the front" and there was no graduating class again till 1865.

The largest class in the history of the institution was graduated in 1900. The number in this class was sixty-two. There are at present nearly three hundred in the four college classes. The numbers in the college proper for four years past are as follows: 1898, 280; 1899, 270; 1900, 290; 1901, 276. Attendance in all departments for the corresponding periods: 506, 479, 468, 442. There are about 30,000 volumes in the library. There are well equipped laboratories. The work of instruction is in charge of well trained specialists.

The income of Iowa College during the year 1900-1901, according to the last annual report of the treasurer, was as follows: From rents, \$593.50; from tuitions, \$21,273.81; from endowments, \$23,958.39; total, \$45,825.70.

It is not too much to say that the aim of the original board of trustees has been kept constantly in view, namely: "To meet the actual wants of the institution as they have been developed". This leads to a statement of the dominant characteristics of Iowa College as they appear to one of a younger generation.

1. Its growth was from the inside, in response to urgent demands and needs. The increase has consequently been healthy, natural and permanent.

2. The security of the institution has been the abiding faith and enthusiastic devotion of those who have fostered it.

3. It was founded in a spirit of liberal conservatism, by men who, while believing thoroughly in the traditions in which they had been brought up, were yet tolerant of the pressure imposed by circumstances and the developing and changing thought of a progressive people. For example, they were opposed to co-education, but as slender resources stood in the way of an education in the east for their daughters, they made *temporary* provision for them in the college, by establishing a "ladies' course." This "temporary" provision grew by the most simple and natural process into complete assimilation with the regular college work. Thus it happens that Iowa College, established distinctly for men, is now co-educational and is so by virtue of a gradual evolution, unaided by a single decree or resolution of the authorities in charge. There was always a quick appreciation of the inevitable trend of things, and no less true is this to-day than it was in the earlier time.

4. There has always been a perfect understanding that teaching means not merely the enforcement of a certain view, but also the clear and explicit

statement of the facts and suggestions bearing upon any given question, to the end that the mind may seek to know the ultimate truth.

5. To crown all, there has been from the first a ready and just recognition of two of the most vital things in education, namely: The freedom of teaching and the individuality of the student.

The group system has been in use in Iowa College since 1895. The principle underlying it is that of freedom of choice in special major lines of work, combined with the careful guidance of the student as to co-ordination and as to the relative emphasis to be placed on subjects to be associated with this major work. The group system is an attempt to avoid the evils of the old-fashioned course system on the one hand and the free elective system on the other. The student is free to elect as majors those subjects which most appeal to him, if he so desires, to be studied continuously for two or more years, but with them he is requested to take other subjects for varying lengths of time, which are regarded as fundamental to a liberal education and as necessary to a well proportioned course of study. Together with the major subjects and the associated required subjects in each group of studies there is still left ample opportunity for electives, the student choosing according to his individual tastes or preferences. The ultimate aim of the group system is to provide liberal culture and at the same time to lead the way for students so inclined to professional and life careers.

The history of the past is full of inspiration. Iowa College stands on the threshold of a new century with abounding confidence and courage.

A STATISTICAL SUMMARY.

When established.....	1848
Number of professors.....	15
Number of other teachers.....	18
Students in college work.....	276
Students in preparatory work.....	107
Students in other courses.....	105
Number enrolled 1900-1901.....	442
Value of buildings, furniture and grounds, about .. \$	350,000
Amount of endowment, exclusive of buildings, etc...\$	350,000
Number of volumes in libraries.....	27,354
Value of libraries.....\$	15,000
Value of apparatus.....\$	10,000
Charge per annum for tuition in regular courses.....\$	55
Average of total annual expenses per student.....\$	250 to \$400
Number in last class graduated:	
Males.....	22
Females.....	26
Whole number of graduates since organization of institution.....	899

IOWA INSTITUTION FOR FEEBLE-MINDED CHILDREN— GLENWOOD, IOWA.

DR. F. M. POWELL, SUPERINTENDENT.

This institution was organized April 26, 1876, under an act passed by the Sixteenth General Assembly. The first trustees were Dr. W. S. Robertson,

of Muscatine, president, Hon. J. W. Cattell, of Des Moines, secretary, and A. J. Russell, of Glenwood, treasurer.

The first superintendent was Dr. O. W. Archibald, of Glenwood, who served from 1876 to 1882. The act creating the institution set aside for its use about twelve acres of land, on which was a small brick building, which had been occupied until 1874 by the western branch of the Soldiers' Orphans' Home.

The first pupil was received September 4, 1876, and in the first year there were admitted and cared for eighty-seven children—fifty-two males and thirty-five females.

The purpose, or object, of the institution is to provide special methods of training for that class of children deficient in mind, or marked with such peculiarities as to deprive them of the ordinary school benefits and privileges. Methods of discipline and training are adopted as tend to make each child approach as near as possible the movements or actions of normal people. It further aims to provide a home for those who are not susceptible of mental culture. The latter are provided with such training as may tend to correct their habits and develop an interest in their own welfare.

In the school department lessons are imparted in the simple elements of instruction taught in common schools, as well as in the rudiments of such industries as are suited to their capacities. Girls learn plain and fancy sewing, and general household work, while boys are detailed to work on the farm, in the garden, in the shoe-shop, carpenter shop, and brickyard, and to assist in the various departments of the institution.

The law provides for the admission of children between the ages of five and twenty-one years only. Children may be admitted at any time of the year. On request, the superintendent will mail a blank application for admission to any address, which may be filled and signed by the parents, guardians, county board of supervisors, or county attorney, and returned to the superintendent, who, by direction of the board of control, passes upon the eligibility of the applicant and notifies the correspondent accordingly.

The following table shows the growth of population of the institution by biennial periods:

Number enrolled at end of first biennium (1877).....	85
Number enrolled at end of second biennium (1879).....	144
Number enrolled at end of third biennium (1881).....	194
Number enrolled at end of fourth biennium (1883).....	239
Number enrolled at end of fifth biennium (1885).....	259
Number enrolled at end of sixth biennium (1887).....	331
Number enrolled at end of seventh biennium (1889).....	432
Number enrolled at end of eighth biennium (1891).....	457
Number enrolled at end of ninth biennium (1893).....	476
Number enrolled at end of tenth biennium (1895).....	574
Number enrolled at end of eleventh biennium (1897).....	698
Number enrolled at end of twelfth biennium (1899).....	815
Number enrolled at end of thirteenth biennium (1901).....	935

The total number of children cared for by the institution since its organization in 1876, to June 30, 1901, is 2,106.

The present superintendent is Dr. F. M. Powell, who succeeded Dr. Archibald in 1882.

It is estimated that there are between three and four thousand persons in the state of Iowa who are of feeble mind, and that probably two-thirds of these should have the care of the state as indicated in the purposes of this institution. The present equipment and buildings are taxed to their fullest capacity by the present enrollment, 935, so that to accommodate the ever increasing population it will be necessary in the near future for the state to provide further buildings and equipment for the care of the many applicants who are continually claiming recognition.

IOWA SCHOOL FOR THE DEAF.

HENRY W. ROTHERT, SUPERINTENDENT, COUNCIL BLUFFS.

It is a source of comment and a theme for reflection that in this enlightened age, with its record of schools, colleges, universities, magazines and newspapers, there should remain with many an absolute ignorance as to the true character and appointed mission of an institution erected and maintained for the benefit of the deaf children of the state.

This is perhaps largely owing to the fact that their outward appearances do not attract attention and hence their physical defect does not create special interest and investigation.

We readily see the affliction of the blind, our gratitude suggests the care of the soldier's orphan, our sympathies respond promptly to the misfortunes of the insane, we recoil from the actions of the imbecile, and our human impulses prompt us to lend a helping hand in the reformation of the incorrigible, while the deaf not introducing themselves to us by visible signs, we pass them by unnoticed; hence to the general public the rights, hopes and capabilities of this class of Iowa's children are but little known.

A school such as ours erected for their education and improvement is frequently termed an asylum or hospital, perhaps considered a place of refuge and classified among the charitable institutions of the state. This is erroneous—the Iowa School for the Deaf is an educational institution, extending its blessings in the same manner and having the same beneficent results as to its promptings as the public schools of our state. If it is charity to educate the deaf, then it is also charity to educate the hearing.

The methods employed to bring about the same ends are in some measure different, owing to the different manner of communication, but the germ of intelligence to be developed rests in the deaf child the same as in the hearing. The deaf child is as susceptible to mental development, conforms as readily to physical and practical training, is entitled to the same rights and should enjoy the same opportunities as his more fortunate brothers and sisters.

In mature years he becomes a citizen, assumes all the responsibilities as such and is expected to conform to all requirements of law and contribute his share to the common weal or woe.

It is no longer a question as to whether or not the state has incumbent upon itself the training and education of its youth to within certain limits, a question positively and satisfactorily answered by the millions of money annually expended by the people of Iowa in this direction and in consequence

of this fact there certainly can be no doubt that among the beneficiaries of our great system of public education the deaf children of the state should be numbered, and be permitted to enjoy the same consideration and a corresponding share of benefits.

Recognizing this right without question if we should divide the state into a certain number of districts (for the deaf) proportionate to the population thereof as we do for the hearing, it would entail upon such districts and collectively upon the people of the state a much larger outlay of money for special teachers, additional buildings and suitable apparatus, than is now incurred when gathered in one family and intrusted to one systematic course of training. It is simply a matter of economy therefore that we gather the deaf children under one management and direct their mental, moral, and physical training under a separate government. This state institution is therefore simply and truly what its name implies, a "School for the Deaf."

Its course of study is similar to the public schools of the state and its field of usefulness embraces the preparation for the active walks of life. Its graduates are found scattered throughout Iowa, intelligent men and women earning their daily bread by handicrafts learned at school.

Its percentage as to results of independent intelligent citizenship is 95 per cent, far exceeding perhaps any estimate which can possibly be made by the uninformed.

In its industrial departments it affords the acquisition of a knowledge of certain pursuits in life whereby those who have been so taught may become self sustaining, covering for the boys: Printing, shoemaking, baking, carpentering, farming and vegetable gardening. For the girls: Domestic economy, sewing, dress making, embroidery, and cooking.

In the school department the school recognizes what is known as the combined system with graded classes taught by such methods as experience may have proven to be the most beneficial, according however, to each entering pupil the opportunity of receiving instruction in articulation and speech reading. Arranged in three divisions: Academic, intermediate and primary with seven distinct oral classes, the mental development of nearly 300 pupils under the mandatory direction of the superintendent is entrusted to a principal and seventeen teachers with a special teacher for drawing and book-keeping.

While apparently from its first years of existence to within a short time prior to its full development, accidents have impeded its growth, jealousies and disloyalty darkened its pathway, personalities retarded its mission, it now stands in the full measure of its usefulness unimpeded and unimpaired, extending its manifold blessings to all the "Children of Silence" of Iowa, who may enter its portals to enjoy its peaceful and beneficent assistance.

IOWA STATE COLLEGE, AMES.

WM. M. BEARDSHEAR, B. A., M. A., LL. D., PRESIDENT.

HISTORICAL.

In 1858 the legislature of Iowa passed an act to establish "A State Agricultural College and Model Farm," to be connected with the entire agricultural interests of the state; appointed a board of commissioners to buy a

farm and erect a college building, and elected a board of trustees to select a faculty and organize a college. In 1859 a farm of six hundred and forty acres, situated near Ames, was purchased for the use of the college. The farm now contains eight hundred and forty acres.

In 1862 a bill was passed by congress, entitled, "An act donating public lands to the several states and territories, which may provide colleges for the benefit of agriculture and the mechanic arts."

Section 1 of this act provides that for the support of such colleges there be granted "an amount of public land, to be apportioned to each state in quantity to equal thirty thousand acres for each senator and representative in congress to which the states are respectively entitled by the apportionment under the census of 1860; provided that no mineral lands shall be selected or purchased under the provisions of this act."

Section 4 requires: "That all moneys derived from the sale of the lands aforesaid by the states to which lands are apportioned, and from the sale of land script, hereinbefore provided for, shall constitute a perpetual fund, the capital of which shall remain forever undiminished (except as may be provided for in section fifth of this act), and the interest of which shall inviolably be apportioned by each state which may take and claim the benefit of this act, to the endowment, support and maintenance of at least one college, where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislature of the state may provide, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

The general assembly of Iowa, September 11, 1862, accepted the grant upon the conditions and under the restrictions contained in the act of congress, and by so doing entered into contract with the general government to erect and keep in repair all buildings necessary for the use of the college. By this action of the general assembly the college was changed from an agricultural institution into a college of agriculture and mechanic arts, with the broad and liberal course of study outlined in the following paragraph:

In 1882 the general assembly passed an act defining the course of study to be pursued as follows: Section 1. That section 1621 of the code is hereby repealed and the following is enacted in lieu thereof: Section 1621. There shall be adopted and taught in the State Agricultural College a broad, liberal and practical course of study, in which the leading branches of learning shall relate to agriculture and the mechanic arts, and which shall also embrace such other branches of learning as will most practically and liberally educate the agricultural and industrial classes in the several pursuits and professions of life, including military tactics. Sec. 2. That all acts, and parts of acts inconsistent with this act are hereby repealed.

During President Harrison's administration an act of congress was approved granting an annual appropriation of \$15,000 the first year with an increase of \$1,000 each year until the sum of \$25,000 for the additional support of state colleges of agriculture and mechanic arts. This appropriation has now reached \$25,000 each year.

The income of the college from national grants is therefore expended in instruction, experimentation and illustration in agriculture and in the mechanic arts, and in underlying and related science and literature.

All buildings are erected and all repairs thereon are made by the state of Iowa, the cost down to date being about \$500,000.

The college was formally opened on the seventeenth of March, 1869.

Courses of study are offered in agriculture, extending from a brief winter course in stock judging to a thorough course of four years instruction; also courses in horticulture, dairying, veterinary science, in the sciences as related to the industries, in civil engineering, mechanical engineering, electrical engineering, mining engineering, in domestic and general science for young women, in ceramics and technology. Laboratory methods of actual demonstration are emphasized throughout the institution and the constructive method of a student preparing his own materials in mechanics and demonstrating his way of thought and experimentation is prominent. The object of the college is to put stress upon the three H's, head, hand and heart, with the hand skilled to express the energies of the head and beneficences of the heart. By reason of the national aid the college offers free tuition to students of Iowa. The attendance has rapidly increased in the past few years and amounts to an enrollment of over 1,100 for the year. A most admirable spirit of self help and self reliance pervades the students of the college. The alumni now number 1,125, engaged in pursuits, industries and professions throughout a wide scope of country.

A STATISTICAL SUMMARY.

When established.....	1868
Number of professors and-teachers.	69
Students in college work	1,065
Students in preparatory work.....	216
Students in other courses.....	849
Number enrolled 1900-1901.....	1,065
Value of buildings, furniture, and grounds.....	\$ 431,742.80
Amount of endowment, exclusive of buildings, etc.....	\$ 681,033.52
Number of volumes in libraries.....	14,000
Value of libraries.....	\$ 27,000.00
Value of apparatus	\$ 71,000.00
Charge per annum for tuition in regular course?	
Free tuition.	
Room, and necessary incidental expenses per annum.....	\$ 32.00
Average of total annual expenses per student.....	\$ 150.00
Number in last class graduated:	
Males	59
Females	13
Whole number of graduates since organization of institution.....	1,125

IOWA STATE NORMAL SCHOOL, CEDAR FALLS.

HOMER H. SEERLEY, A. M., LL.D., PRESIDENT.

This state institution was founded by the Sixteenth General Assembly in 1876. Its legislative title was "A School for the Instruction and Training of

Teachers." It begins its second quarter-century September 6, 1901, with an annual income of \$90,000, obtained from the following sources: (1) State appropriation, \$69,800; (2) fees collected from students, \$21,200. Of the state appropriation the following are permanent, being granted annually without special legislative action: Teachers fund, \$45,000; contingent fund, \$14,000. The patronage of the school is practically limited to the state because it must be the intention of its students to teach in the state of Iowa.

Its program of studies includes every subject that teachers are generally expected to know and to teach in the state, and a full requirement of professional studies having an especial bearing upon public school work. Specialization in courses is allowed by selection of one line, like English, Latin, German, science, history and civics, and mathematics, and grouping about the preferred specialty the other studies required by law for state certificates and state diplomas, thus providing for the legal requirements imposed by the state. The full program of studies or special equivalents is obtainable each term, so that a new class of entrance students is received at the opening of each term, and a class is regularly graduated at the close of each term, thus permitting many privileges that are not commonly offered in most schools. Special courses of study in music, both vocal and instrumental, in physical education, in drawing and art, in primary school work are also provided, and plans are now made for teachers' courses in kindergarten training and manual training at the opening of another year. The faculty is organized into departments, and the professors of a department are equivalents in authority, department business being decided by a majority vote. This keeps general faculty business at a minimum and avoids many controversies. The training department is a co-ordinate department and is not under the supervision of the other departments, though all are advisory to it. The primary practice teaching is under the direction of one supervisor, and the grammar and advanced departments are under the direction of another. An attempt is therefore carried out to prepare teachers for particular work in different grades according to their promise and taste. The enrollment for last year, 1900-1901, was 2,017 teacher students of whom 229 completed courses.

A STATISTICAL SUMMARY.

When established.....	1876
Number of professors.....	28
Number of other teachers.....	22
Students in college work.....	2,017
Students in preparatory work.....	135
Students in other courses, training school.....	220
Number enrolled 1900-1901.....	2,373
Value of buildings, furniture and grounds.....\$	180,000
Amount of endowment, exclusive of buildings, etc.,	none
Number of volumes in libraries.....	13,000
Value of libraries.....\$	20,000
Value of apparatus.....	\$20,000
Charge per annum for tuition in regular courses....\$	15
Room and necessary incidental expenses per annum \$150 to \$200	
Average of total annual expenses per student.....\$	175

Number in last class graduated:

Males	68
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Females	135
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Whole number of graduates since organization of institution	1,664
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 THE IOWA STATE UNIVERSITY, IOWA CITY.

 GEO. E. MACLEAN, M. A., PH. D., LL. D., PRESIDENT.

The State University of Iowa has its American origin in the magna charta of public education, including high schools and state universities, the Ordinance of 1787 for the government of the Northwestern territory. The fathers of the republic foresaw the necessity of state education to preserve and perpetuate "religion, morality, and intelligence." The pioneers of Iowa in territorial days planned for several universities, but learned by 1847, the year of the founding of the university, that, while many colleges might be desirable, but one university was needed by the state. The university has been devoted to the education of teachers, and to a practical as well as professional education, since it began with a normal department, and was first housed in a mechanics' institute. Inheriting the old capitol, the birthplace of the state, and taking shape in the period of the war for the union, it has been the home of patriotism.

Its 5,873 alumni, in all the walks of life, the overwhelming majority in places of influence in Iowa, tell of the prosperity of the institution. Its 1,542 students, with slight exception, all of collegiate grade, gathered in real colleges, with advanced standards of admission, instructed by above 130 members of the faculties, and housed in fifteen buildings, including the \$200,000 Hall of Liberal Arts, just completed, the best schoolhouse in Iowa, bespeak the quality and not simply the size of the work. The graduate college with, in round numbers, 150 students in residence last year, forms the apex of education in the university and in Iowa. The professional colleges have advanced their standards to the full length of time required anywhere, and demand, with the exception of pharmacy, at least a high school education for entrance. In their spirit they have become real colleges, as distinguished from schools with the commercial spirit. The reputation of several of these colleges has gone throughout the length and breadth of the land, notably the college of law, the colleges of medicine, the college of dentistry. The college of pharmacy is drawing students from outside the state. The college of liberal arts alone offers enough courses to occupy one person taking them, ninety-nine years. Equipped with modern apparatus, extensive collections and laboratories, not only the material sciences but all the branches are taught by laboratory methods. The general and departmental libraries, with 60,000 volumes, the use of the State Historical Society's library, now on the university grounds, facilitate investigation. The department of the science and art of education, which has grown out of the earlier normal department, and the department of philosophy, with an extensive psychological laboratory, imbue the entire university with a spirit of teaching. The summer session, not merely a summer school, makes the uni-

versity available for the teaching profession. The summer library school, the first to be held in the state, has opened a new avenue of usefulness in the university, one of whose great aims is to be a people's university. The two hospitals do not simply afford material for the clinics of the medical colleges, but also infirmaries where students can be well cared for if they fall sick. The nurses' training schools further minister to humanity.

The objects of the university, with its many colleges, are too manifold to be enumerated, but they center in crowning the public school system and the volunteer educational work of the state, in the development of character, in training men and women to adjust themselves to the service of humanity as well as for citizenship. Enjoying an endowment from the United States and from the state of Iowa, firmly founded upon the devotion of its faculties and alumni, and beginning to be enriched by private benefactions, illustrated by the gift of \$50,000 of A. Whitney Carr, of Jordan, New York, for free scholarships, the resources of the university promise a permanence as great as that of the state of Iowa. Gifts and bequests bestowed upon it will benefit the most deserving youth, will elevate Christian civilization, and will become enduring monuments to the givers.

The statistical summary will gain in significance when it is remembered that during the last biennium the income of the university has increased, in round numbers, from \$282,000 to \$402,000, the student attendance in all colleges 21 per cent., and the number of graduates, better equipped than ever, has increased 16 per cent.

A STATISTICAL SUMMARY.

When established	1847
Number of professors	46
Number of other teachers.....	88
Students in college work:	
Liberal arts.....	950
Professional colleges.....	804
Number enrolled 1900-1901, 1,754; excluding duplicates	1,542
Value of buildings, furniture and grounds.....	\$653,000.00
Amount of endowment, exclusive of buildings, etc....	\$235,120.36
Number of volumes in libraries:	
Bound volumes.....	58,000
Pamphlets.....	7,000
Value of libraries.....	\$100,000.00
Value of apparatus.....	\$207,750.00
Charge per annum for tuition in regular courses:	
Liberal arts.....	\$ 25.00
Law	\$ 60.00
Medicine.....	\$ 65.00
Dentistry and Pharmacy.....	\$ 75.00
Room, and necessary incidental expenses per annum \$	40.00
Average of total annual expenses per student.	\$ 250.00
Number in last class graduated:	
Males.....	304
Females.....	35

Whole number of graduates since organization of institution.....	5,873
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IOWA SOLDIERS' ORPHANS' HOME.

M. T. GASS, M. A., SUPERINTENDENT, DAVENPORT.

The Iowa Soldiers' Orphans' Home was established in 1863, during the progress of the civil war. Its original purpose was to care for the children whose fathers fell in the service during the war of the rebellion. There were at first three institutions established, one at Glenwood, one at Cedar Falls, and one at Davenport. These were established and maintained originally by private charity. Contributions were sought and very generous ones received for this purpose from the Iowa regiments doing service at the front. In the very early history of these three institutions they were supported entirely in this manner. In June, 1866, by an act of the legislature they became state institutions under the title of the Iowa Soldiers' Orphans' Home and the property which they had acquired was placed in charge of a board of trustees appointed by the legislature. In 1876 the institutions at Glenwood and at Cedar Falls were merged into the one which is now located at Davenport, and the Glenwood institution was converted into a School for the Feeble-Minded and the Cedar Falls branch into the State Normal School. Until the year 1876, the orphans' home had been open only to the admission of soldiers' children, but in that year the Sixteenth General Assembly so amended the law that any dependent child of the state, mentally and physically sound, might be eligible to the institution upon the same conditions as soldiers' children, and these conditions have continued up to the present time. Children are received into the home from one to fifteen years of age, and are not kept beyond the age of sixteen. During the history of the home nearly 3,400 children have been admitted and received the care and training which it affords. Children are not received into the Home to remain for a less time than one year, and may continue until sixteen years of age. The average length of time of their stay in the Home is about four years. A school is maintained with a course of study that covers the first nine grades in our public schools. These are carefully and faithfully taught by a competent corps of teachers and special instruction is given in vocal and instrumental music. Children who complete the entire course of study are well prepared to enter any high school in the state. The Home has a library of about 2 000 volumes selected with a view of its adaptability to childrens' reading. In addition to the intellectual training which the children receive in the schools, they receive manual training in several industrial departments. The girls are taught tailoring, dressmaking, cooking under a special instructor, and laundrying, besides all kinds of other domestic work. The boys receive manual training in the carpenter and cabinet shop, in painting, steam fitting and plumbing, and are trained to all kinds of farm work. The revenues of the institution are derived from two sources. All soldiers' children are admitted as wards of the state and for their support there is appropriated out of the general fund \$10 per month for each child maintained. All children other than those of soldiers are received as wards of the counties in

which they reside. Their support is at the same rate as that of soldiers' children and is charged by the State Auditor to the counties from which they come.

The present attendance of the Home is 450, about three-fifths of whom are soldiers' children.

IOWA WESLEYAN UNIVERSITY, MT. PLEASANT.

JOHN W. HANCHER, PRESIDENT.

Iowa Wesleyan University dates its beginning with the incorporation of Mt. Pleasant Collegiate Institute, which was organized and opened to students in 1844 when Iowa was yet a territory. In the early fifties the founders and operators of the institute, chief among whom was the Hon. James Harlan, of hallowed memory, in co-operation with the Iowa conference of the Methodist Episcopal church, planned the development of the institute into a school of collegiate grade. The said Iowa conference passed resolutions and perfected details for the execution of the above mentioned plans, and put the same into operation at its session in 1854. The charter of the Iowa Wesleyan University was created by special enactment of the legislature of Iowa under date of February 25, 1855. The legislation is entitled "An act to amend an act to incorporate the Mt. Pleasant Collegiate Institute; approved February 15, 1844." Section 1 reads: "Be it enacted by the General Assembly of the State of Iowa, that the corporate name of the Mt. Pleasant Collegiate Institute, located in Henry county, state of Iowa, be and is hereby changed from Mt. Pleasant Collegiate Institute, to Iowa Wesleyan University, shall have and enjoy all the powers, privileges and immunities that it may now have and possesses under the name and style of Mt. Pleasant Collegiate Institute, and such other powers and privileges as are hereinafter conferred." The corporate existence of the Iowa Wesleyan University therefore continues since the date of chartering the original Mt. Pleasant Collegiate Institute February 15, 1844. Iowa Wesleyan University is therefore the oldest educational institution of its kind in the state of Iowa. It has numbered among its friends and supporters many of the ablest men of the state. Its line of presidents is illustrious. Its first president, James Harlan, took charge of the school at its organization as a university in 1855. He was also the first principal of the Mt. Pleasant Collegiate Institute in 1844, in which position he had continued for years. His worthy succession is a roster of men, able and determined. The mention of many of their names in Iowa "is as ointment poured forth." Among them were Lucien M. Berry, Charles Elliott, J. B. Jocelyn, W. J. Spaulding, Holmes, John Wheeler, J. T. McFarland, C. L. Stafford and Francis D. Blakeslee. Alba C. Piersel was acting president for one year. The present incumbent is J. W. Hancher, who began the discharge of his duties May 1, 1901. Many noble and worthy men and women have been in the faculty through these eventful years, and today its faculty ranks among the first of schools of its class throughout the country. They who laid the foundation in those territorial days and they who builded the superstructure little dreamed what Iowa Wesleyan University would mean to the denomination to which it belongs and to the state whose best interests it nurtures and sustains.

The first building was a small two-story brick, narrowly planned but sturdily built. It is in perfect condition and in service still as a musical conservatory. This school has given special attention to music for a third of a century. Dr. A. Rommel, who this year celebrates his quarter centennial as principal of the musical conservatory of the university, is a man of recognized musical ability throughout the whole country; born, reared and educated in Germany, but having given his best years thus far to American musical culture. He possesses the thoroughness of the fatherland and yet sufficient of the dash and spirit of the great republic to adapt him and his work to the needs of the twentieth century. The trustees of the university have just outlined plans for building an addition to the conservatory, to meet the enlarged demands upon it.

In 1855 a new, three-story brick structure was erected large enough to accommodate the needs of the institution as a collegiate building for more than a third of a century. Its foundation and the walls of the superstructure are as solid and reliable today as when they were first laid. This building now accommodates the large and growing commercial department, the Howe's academy and training school of the university, the departments of mathematics, history, English literature and French. It also houses the splendid, extensive and valuable museum, for which the university has become widely noted. The homes of all literary societies of the university are in this building.

In the early nineties a magnificent chapel and science hall was planned under the direction of President J. T. McFarland, who saw the foundation in, but who voluntarily terminated his connection with the institution before the completion of the structure. To the earnest and enthusiastic devotion of President C. L. Stafford is due the credit for the erection of this splendid building. It contains the halls of Latin, Greek, economics and oratory. It also provides ample accommodation for the department of natural sciences, and commodious and attractive apartments for the growing library. The executive offices of the university are located here.

In 1897 the Elizabeth Hershey Hall, a young women's home, gift to the university of Mrs. Elizabeth Hershey, of Muscatine, was opened. It is a beautiful, symmetrical, artistic, three-story brick building, with high stone basement. It furnishes accommodations for a large company of young women, who enjoy the home comforts to be gotten of spacious rooms, well lighted and ventilated, with steam heat, electric light, indoor toilet, baths, and other modern comforts and conveniences. The building is planned with reference to additional wings, and its dining-room will accommodate two hundred people. Any institution is fortunate to possess so comfortable a woman's home.

Affiliated with the university is the German College, which has grown up in the last quarter of a century, affording ample opportunity to the students of the university to study the German with native teachers. Its students in turn are provided with all the privileges of their mother tongue and native associations, and also with all the benefits accruing from the association, contact, instruction, and environment of a well-organized, well-directed modern college of liberal arts.

The six noble buildings, the beautiful and shady twenty-acre campus are so located and designed as to constitute a symmetrical and picturesque whole.

In 1844 a collegiate institute of preparatory grade, with hope, courage and ambition; in 1901, a college of liberal arts, leading to five baccalaureate degrees, and preparatory school affording every opportunity and convenience for equipment for college entrance, an academy and teachers' training school devoting itself to its special mission, a music school, the pride of the country far about, a German college with an able and well sustained theological department; competent and technical instruction in the sciences, arts, literature and history of the times; an organized school of fine art, just beginning to lay claim to the attention of the public—this is the story and this is the evolution of seven and fifty years. There is but one thing more—the goal of the future. Iowa Wesleyan University would maintain herself among like schools of the state and of the country, with credit to herself and to her class. She would meet the demands and needs of her natural and legitimate constituents, with credit to the church, the state and the patrons. She would stand before God, approved. To these ends she has faith, hope, courage, ambition.

A STATISTICAL SUMMARY.

When established.....	1844
Number of professors....	18
Number of other teachers.....	7
Students in college work	77
Students in preparatory work	78
Students in other courses	225
Number enrolled 1900-1901	380
Value of buildings, furniture and grounds	\$150,000.00
Amount of endowment, exclusive of buildings, etc. \$	78,000.00
Number of volumes in libraries.....	10,000
Value of libraries.....	\$ 25,000.00
Value of apparatus.....	\$ 5,000.00
Charge per annum for tuition in regular courses....	\$ 41.00
Room, and necessary incidental expenses per annum, \$	50.00
Average of total annual expenses per student	\$ 180.00
Number in last class graduated:	
Males	8
Females	7
Whole number of graduates since organization of institution.....	700

LENOX COLLEGE, HOPKINTON.

ANDREW G. WILSON, PRESIDENT.

It was in 1854 when the first settlers of the town of Hopkinton began to talk of the importance of having an educational institution in this place. It was about that time when the Rev. Jas. Neil, of the Reformed Presbyterian church, first visited Hopkinton. As he entered the small village he paused for a few moments on the commanding eminence where the college buildings now stand, and remarked, "What an ideal place for a college." Promi-

ment among those who took the initiative in organizing the institution were Dr. W. P. Cunningham, Leroy Jackson, Henry Carter, Jas. Kilpatrick, Rev. W. A. Roberts and the five Bowen brothers. The first articles of incorporation were drawn up in 1856. According to these articles the first officers were to be elected on the first day of September, 1856. The articles were recorded on the third day of October, 1856. The object of the organization as stated in the articles was, "To promote the interests of education, advance literature, and cultivate and disseminate a knowledge of the arts and sciences by the establishment of a seminary of learning at Hopkinton, Iowa."

During the same fall work was begun on a building which was completed in the year 1858. The first term opened on September 1, 1859, with an enrollment of about forty students. The control of the institution was tendered to the Old School Presbyterian Synod of Iowa North, in 1860, and that body assumed control in the following year. It was for many years the only educational institution controlled by the Presbyterian Synod in this state.

The present articles of incorporation were recorded on October 11, 1873. The institution has always been distinctively Christian in both its control and its instruction. The trustees are elected by a vote of the Synod for a term of three years. Every graduate for the last six years has been a member of some evangelical church.

The list of presidents has been as follows:—

Rev. Jerome Allen, Ph. D.....	1859—1863
Rev. J. W. M'Kean, A. M.....	1863—1864
Rev. J. D. Mason.....	1864—1865
Rev. Samuel Hodge, D. D.....	1866—1882
Jas. A. Ritchey, Ph. D.....	1882—1888
Rev. Alexander G. Wilson, D. D.....	1888—1894
Rev. Hugh Robinson, A. M.....	1894—1898
Andrew G. Wilson, A. M.....	1897—1901

The spirit of patriotism has always been strong at Lenox. In all ninety-two students from the institution enlisted in the northern armies during the civil war, "a larger proportion than from any other school in the state." On May 6, 1864 president M'Kean resigned and entered the army as captain of a company in which all but four of the students enlisted. The work of the school was suspended till the fall term. President M'Kean died in the service. The fine monument which stands on the campus to commemorate the names of those who went from the school and vicinity is believed to be the first monument erected in the state for the soldiers of the civil war.

The spirit of the institution has always been strongly religious. Its alumni are found as missionaries on every continent except Africa. A large per cent. of its alumni have entered the gospel ministry.

A Y. M. C. A. organized by the students in the fall of 1876 and a Y. W. C. A. organized in October, 1877, claim to be the oldest college Y. M. C. A. and the oldest college Y. W. C. A. in the state. A systematic course of Bible study is carried through the entire seven years of preparatory and collegiate work at Lenox. Since October 7, 1897, a daily noon prayer-meeting has been maintained by the students, and has always been well attended. It has always been the belief of the trustees and faculty that religious instruction and training are an essential part of an education and

that a neglect of these endangers the morals of our people and the stability of our government.

The cultivation of oratory has always been encouraged in this institution with the result that in the last few years her representative has once received second place and twice received first place in the state oratorical contest, while the Lenox orator is the only Iowa orator in the last eighteen years that has won the inter-state contest.

The original college building, completed in 1858, was enlarged by an addition made in 1875, which nearly doubled its capacity. About fifteen years later the building known as Clarke Hall was completed, and has been since used as a ladies' boarding hall. A few years later a small observatory was erected on the campus, and in 1900 the new gymnasium and library building, known as Doolittle Memorial Hall, was completed. New apparatus has been provided during the last year for the gymnasium and laboratories, and these buildings provide abundant room for the present needs of the college. In connection with the gymnasium the students have the use of a fine athletic park of about fifteen acres.

The college museum is quartered in the Doolittle building, and comprises about four thousand specimens of minerals and fossils, and about an equal number of zoological specimens. It also contains a very interesting collection of anthropological material, mostly contributed by the Lenox missionaries in foreign lands.

The college offers three collegiate courses of study, classical, scientific, and literary, aiming to comply with the standard established by the State Teachers' Association, as to requirements for admission and for graduation. A three-year preparatory course is also offered and a two-year normal course. The musical department offers four-year courses in vocal and instrumental studies.

A STATISTICAL SUMMARY.

When established:	
Incorporated	1856
Opened	1859
Number of professors.....	7
Number of other teachers.....	5
Students in college work.....	64
Students in preparatory work.....	70
Students in other courses.....	31
Number enrolled 1900-1901	165
Value of buildings, furniture and grounds....	\$65,000.00
Number of volumes in libraries.....	5,200
Value of libraries	\$ 6,000
Value of apparatus.....	\$ 5,000
Charge per annum for tuition in regular courses.....	\$ 30.00
Room, and necessary incidental expenses per annum.....	\$ 115.00
Average of total annual expenses per student.....	\$ 145.00
Number in last class graduated:	
Males	5
Females.....	7
Whole number of graduates since organization of institution.	266

LUTHERAN COLLEGE, JEWELL.

V. H. HEGSTROM, PH. D., PRESIDENT.

HISTORY.

Jewell Lutheran College was organized in 1893 by an association consisting chiefly of Norwegian Lutherans of Hamilton, Story, and surrounding counties. The new undertaking elicited considerable interest, and students came from several states to attend the institution. There were numerous difficulties, however, to be overcome; more, possibly, than the association had expected to meet. The finances presented the most embarrassing problems. During the four following years it became more and more plainly understood that the college, in order to have success, had to have more financial and moral support than the association could furnish, and hence, in the fall of 1897, it was transferred to the Iowa District of the Hauge Evangelical Lutheran Synod. The new constituency undertook at once to place the college on a safe financial footing. Subscriptions were secured to cancel the debt resting on the college. Certain changes in the faculty were made, and the college, though retaining its name, became virtually a new institution. New departments of instruction were formed; new vigor was infused into the work, and new friends and additional support were gained. The attention of the people is now, more than ever before, directed toward the college, and it enjoys the confidence of educators as well as of the people at large.

DEPARTMENTS.

The college now embraces ten departments, as follows:

Academic, with a classical and a scientific course, each four years. Graduates of this department are received on certificate into the freshman classes of the State University of Iowa, the University of Minnesota, and other leading institutions.

Normal (four years' course, leading to the degree B. Di.

Parochial (two years' course), for such as wish to teach both public and parochial school.

Commercial, with courses leading to the degrees of B. Acc'ts and M. Acc'ts.

School of Shorthand and Typewriting.

School of Artistic Penmanship.

Conservatory of Music, the course leading to the degree B. M.

School of Elocution and Physical Culture (two years' course).

School of Domestic Economy (two years' course).

School of Art.

ATTENDANCE.

A young school, started with small resources, cannot at first expect a large attendance. Jewell Lutheran college has been no exception to the rule, but is gaining ground from year to year in an encouraging manner.

The enrollment during last school-year was 135, about half of this number being ladies. Students were enrolled from Iowa, Minnesota, South Dakota, Nebraska, Illinois, Wisconsin, Michigan and Wyoming.

BUILDINGS.

The main building, erected in 1893, is a three and a half story structure, built of stone and brick, containing an assembly room with a seating capacity of 400 or 500 people, several large class-rooms, library, dormitory accommodations for about seventy persons, dining hall and kitchen.

A hospital—a one story frame building—was erected in 1891.

A ladies' dormitory, two stories high, built of brick, and giving accommodations to about fifty students, will be ready for occupancy before the end of the year.

EQUIPMENTS.

The college has a good working library to which additions are made annually.

A reading room is established where papers and periodicals are on file for the benefit of the students.

For the instruction in the sciences are provided physiological and zoological charts, a large number of zoological specimens, and physical apparatus, several valuable additions having recently been made.

For the instruction in music a number of excellent musical instruments have been procured, which may be rented by the students at a nominal price.

RESOURCES.

The college property, moderately estimated, is worth about \$25,000, and with the improvements now to be made will be worth at least \$32,000 before the end of the year.

Voluntary contributions are made by numerous friends of the college to meet current and special expenses. Legacies are also being made in favor of the college. The income from these sources during the last year have been several times larger than that of preceding years.

OFFICERS.

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Rev. G. C. Gjerstad, Slater, Iowa.

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Mr. Hans Ferbitz, Jewell, Iowa.

Mr. Gilbert Knudson, Jewell, Iowa.

Mr. Edw. Hanson, Eagle Grove, Iowa.

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A STATISTICAL SUMMARY.

When established.....	1893
Number of professors....	6
Number of other teachers.....	4
Students in preparatory work.....	54
Students in other courses.....	81
Number enrolled 1900-1901.....	135
Value of buildings, furniture and grounds.....	\$25,000.00
Number of volumes in libraries.....	1,500
Value of libraries.....	\$ 3,000.00
Value of apparatus.....	\$ 150.00
Charge per annum for tuition in regular courses ...	\$ 30.00
Room and necessary incidental expenses per annum, including board.....	\$ 88.75
Average of total annual expenses per student.....	\$ 130.00
Number in last class graduated.....	Males, 6; females 8
Whole number of graduates since organization of institution.....	50

MORNINGSIDE COLLEGE, SIOUX CITY.

WILSON S. LEWIS, A. M. D. D., PRESIDENT.

Morningside college is the youngest of all the colleges of Iowa, being but six years old. There was no institution of actual college grade in all of the north-west quarter of the state and the members of the North-West Iowa Conference of the Methodist Episcopal church were impressed that an institution of such character should be located somewhere in this great territory. In 1894, a committee composed of representative business men and members of the conference was appointed to look over the field and decide on a location. This committee reported favorably on buying the building and campus of the defunct University of the Northwest located in Morningside, a residence suburb of Sioux City, Iowa. The plant was composed of a campus of about twenty acres on which was located a building erected in 1890 at a cost of about \$35,000.00, and the foundation of a main hall laid in the same year at a cost of \$30,000.00. This property was then in the hands of eastern capitalists who were anxious to sell at a moderate sum. The plant was purchased and Morningside college opened its doors to students in the fall of 1895.

Rev. G. W. Carr was the first president and successfully guided the affairs of the institution for two years. W. S. Lewis, A. M., D. D., was then called to the presidency. Dr. Lewis was for many years the highly successful president of Epworth seminary of this state and brought to the institution an experience such as the new college needed. The original debt was soon paid and the close of his third year saw the completion of main hall at a total cost of \$100,000.00. In the four years of his administration the number of students has increased 135 per cent. The attendance during the past year was 440. The number of members in the faculty of the college and academy has increased from five to twenty. All are college graduates except the librarian and the instructors of book-keeping and drawing. Fourteen of these rank as full professors and six as instructors. The number of teachers in the conservatory of music has increased in the same time from three to seven.

The institution does not grant honorary doctor's degrees of any kind and it is the purpose of the faculty to avoid the puerile custom, so common in denominational colleges, of granting masters' degrees for mere non-resident, paper courses. It is the determination of the management to maintain an institution of high grade that shall command the respect of scholars in our best colleges and universities. The present faculty received their training in seventeen colleges and universities and most of them have supplemented their college training by courses in one or more of the great universities.

Modern courses of study have been adopted. Candidates for the bachelors degree are required to do major work in some special line and accompany it with two allied minors. Considerable original research is being done by both faculty and students, and some departments require a student who completes a major to spend a year in original research.

Written by Prof. A. N. Cook.

A STATISTICAL SUMMARY.

When established.....	1895
Number of professors.....	14
Number of other teachers....	13
Students in college work.....	63
Students in preparatory work.....	310
Students in other courses.....	67
Number enrolled 1900-1901	440
Value of buildings, furniture, and grounds.....	\$150,000.00
Number of volumes in libraries ..	3,500
Value of apparatus.....	\$ 6,000.00
Charge per annum for tuition in regular courses....	\$ 33.00
Room, and necessary incidental expenses per annum..	\$ 125.00
Number in last class graduated: males.....	7
Females.....	2
Whole number of graduates since organization of institution.....	32

NORWEGIAN LUTHER COLLEGE—DECORAH.

LAUR LARSEN, PRESIDENT.

The Norwegian Luther College was established by the synod for the Norwegian Evangelical Lutheran Church of America, in the year 1861. Thirty-two acres of land were bought for \$1,500.00 at Decorah, Winneshek county, Iowa, but as there were no buildings on this land, the school found temporary accommodations during its first year in the neighborhood of La Crosse, Wis., in a large parsonage which then happened to be vacant. The school had this year two teachers and sixteen pupils, although not more than eleven at any one time. One of the teachers, Rev. Laur Larsen, was the director of the institution. The next year the school was removed to Decorah, where a building had been bought for temporary use. The number of students this year was thirty-two. In its third year, 1863-64, the school had fifty-five students and three teachers, and for its temporary accommodation a smaller building was erected. But these temporary arrangements soon proved insufficient, and many students who applied for admission had to be refused on account of lack of room. The erection of a new building, well adapted for its purposes, therefore became an urgent necessity, and the foundation of such building was laid by the synod in 1864. The building itself was finished in 1865, and dedicated on the 14th day of October of that year. The cost of the building was \$75,000.00, and still it contained only the center part and one wing. The other wing was added in 1874.

Meanwhile the number of students as well as teachers gradually increased, and the institution prospered and made progress. But in 1889 a great calamity befell the school. The building, which had been erected with so great effort and sacrifice, and which in its completed condition had cost more than \$100,000.00, was destroyed by fire on the 19th of May. But now it was seen how deeply rooted the school was in the hearts of the people. Everywhere money was subscribed for the rebuilding of the college, and promises were made to help on the good work. Unhappily a disagreement about the place where the school should be rebuilt delayed the work, and gave the enthusiasm time to subside. Still, when the rebuilding on the old site was begun the next spring, sufficient money was contributed to have the building restored, furnished with modern improvements and altogether in a much better shape than before. It was dedicated and occupied on the 14th day of October, 1890, the twenty-fifth anniversary of the dedication of the former building. In the present year (1901) an electric light plant has been installed in the building, a gift from the Alumni Association of the college. This is highly appreciated by the occupants, and a long-felt want has thereby been met.

The object which the Norwegian Lutheran Synod had in view when establishing this school was the education of men who could preach the Word

of Life according to the confession of the Lutheran church to the rapidly increasing Norwegian population of this country. In their old home the Norwegians had been used to having only such ministers as had received a classical education, and they considered it a matter of course that the ministers of this country would need the same amount of educational training. They, therefore, did not think of establishing any theological seminary before they had a college with a classical course to prepare the students for the study of theology. The college was arranged according to the European plan like a Norwegian Latin school or German gymnasium. It had a continuous course of six years, and Latin and Greek were the principal studies. On account of the special character of the school, the religious instruction and the Norwegian language were very important branches, and up to date these two subjects take up one-fifth of the number of lessons given. Parallel with the lower classes instruction was given to such as wished to prepare themselves for teaching in the parochial schools.

In 1881 the course of study was extended to seven years, and the plan of instruction was changed so as to conform more closely to that of the American colleges. The school was divided into a preparatory department of three years, and the college proper requiring four years of study.

In the preparatory department is taught English, Norwegian, Latin, and German, arithmetic, algebra, and plane geometry, geography with special stress laid on the geography of Europe, an outline of general history and a more extensive history of the United States, together with civil government, and physics combined with physical geography. The religious instruction consists in a thorough study of all the historical parts of the Bible, and a review of the explanation of Luther's catechism taught in our parochial schools.

In the college proper the study of the same languages as in the preparatory department is continued, and Greek, Hebrew, and French are added, the two last named, however, only in the senior class. Solid geometry, trigonometry and chemistry are studied. A more extensive course in general history is given, and a special course in the history of England and the Scandinavian countries. In all the languages, except Hebrew and French, the history of their literature is taught, accompanied by the reading of selections from representative authors. In the senior year also an outline of the history of education is given. The religious instruction consists in the study of a more thorough explanation of the catechism, part of the New Testament in Greek, and the Augsburg confession.

Luther College has during the forty years of its existence had 2,152 students, of which number 380 have graduated as bachelors of arts. Its present number of teachers is ten. Rev. Laur. Larsen has been at the head of the institution since its beginning and since 1865, when it was incorporated, as its president. Excluding the twenty young men who graduated last summer and whose present occupation cannot yet be stated, the graduates are, according to the latest catalogue, in the following occupations.

Clergymen	136
Teachers	58
Editors and authors.....	7
Attorneys	7
Physicians and medical students.....	22

Students of theology.....	32
Pursuing other studies.....	15
In various occupations.....	51
Total number of graduates now living.....	328
Deceased.....	32
Total.....	360

One hundred twenty-four of the students of Luther College have become clergymen without finishing the collegiate course.

A STATISTICAL SUMMARY.

When established.....	1861
Number of professors.....	10
Number of other teachers.....	None
Students in college work during the year 1900-1901...	107
Students in preparatory work.....	100
Students in other courses.....	None
Number enrolled 1900-1901.....	207
Value of buildings, furniture and grounds.....	\$80,000.00
Amount of endowment, exclusive of buildings, etc....	\$10,588.95
Number of volumes in libraries.....	10,248
Value of libraries.....	\$ 5,000.00
Value of apparatus.....	\$ 7,500.00
Charge per annum for tuition in regular courses in preparatory department	\$ 20.00
Room, and necessary incidental expenses per annum, including light, fuel, and physician's salary..	\$33.50 or \$34.00
Average of total annual expenses per student, boarding per week last year.....	\$ 1.60
Number in last class graduated: Males.....	20
Females.....	None
Whole number of graduates since organization of institution.....	380

THE NORA SPRINGS SEMINARY AND BUSINESS COLLEGE, NORA SPRINGS, IOWA.

THOS. WM. TODD, A. M., PRINCIPAL.

HISTORY.

The history of the Nora Springs Seminary traces back to the summer of 1891 when Professor C. P. Colgrove, at present professor of pedagogy at the State Normal School, resigned the superintendency of the Waukon schools to assume its control. The school had been established two years before, but after one year of unpleasant experience with an unsuccessful principal, it was not an inviting field. The remarkable progress of the school under Professor Colgrove's four years' principalship is one of the evidences which

combine to prove him a successful school man today. In 1895, the Seminary passed into the hands of H. A. Dwelle and J. F. Mitchell, and remained under their joint control for two years. Since Mr Mitchell's retirement in 1897, the school has been under the control of Mr. Dwelle until in June this year Mr. T. W. Todd assumed its management. Its enrollment has constantly increased until at present it numbers over four hundred annually.

AIM.

The aim of this school is preparation for college, for teaching, for business, and for the home. Its courses are planned with this in view. The seminary, the business college, and the school of music and art are maintained as separate schools in order that greater efficiency may be attained.

COURSES.

The seminary offers three courses of three years each; the classical course, which prepares for entrance into any college, the normal course, preparing for a state certificate, and the science course which gains entrance into the scientific and polytechnic schools. In addition to these there is also maintained a course in the common branches for the benefit of those desiring this work. The business college offers a commercial course and course in shorthand and typewriting, each of which requires about one year for its completion. The former course includes instruction in commercial branches, office work and actual business practice. The work in each department is thorough and modern and the requirements rigid. The shorthand graduate must be able to write upon new matter at the rate of one hundred words per minute, and transcribe upon the typewriter without error at the rate of forty words.

The school of music and art offers courses in vocal music, painting, drawing, elocution, and instruction upon the piano, organ, violin, guitar, clarinet, and band instruments. Band and orchestra instruction also form a part of this work.

STUDENTS.

Over 2,000 different students have been enrolled in this school, representing every state from Vermont to the Rocky Mountains, and from Canada to Oklahoma. Its students have entered every college in Iowa, and many in neighboring states, and the high rank taken by them reflects credit upon their preparation. Hundreds of its normal students are teaching in the schools of northern Iowa, filling acceptably superintendencies, principalships, graded positions and positions in private schools. The demand which exists for the graduates of the business college is shown by the fact that every shorthand graduate for the past three years has secured a position upon graduation. During the past year a number of applications for students in bank and office positions, had to be rejected because all available graduates were employed. The school of music and art has been sending out musicians, elocutionists, and artists of unusual ability, who have met with great success both as teachers and students in higher schools.

TEACHERS.

The Nora Springs Seminary and Business College maintains a faculty of fourteen members, each of whom is chosen as a specialist in his own line. The greatest care is used in making these selections, as the management

believes that the success of a school depends upon its teaching force. As evidence of the high standing of its former instructors, we present the following list of names of some of those who have had a part in the management of the school.

Prof. C. P. Colgrove and Prof. Harry Cummins of the Iowa State Normal School, Cedar Falls, Iowa; Supt. H. A. Dwelle, Waukon, Iowa; Prof. J. F. Mitchell, Hattie Moore-Mitchell, and Prof. C. D. McGregor, Drake University; Prin. S. S. Stockwell, Van Buren School, Cedar Rapids, Iowa; Prof. Howard Adams, Van Meter, Iowa; Supt. O. O. Vogenitz, Britt, Iowa; Miss Lottie M. Lakin, Brighton, Colorado, high school; and Miss Alice Fullerton, who still remains a teacher in the school. No similar school can show a larger list of successful educators, who have had a part in its growth and development. In addition to these there is a long list of equally successful teachers who have dropped from the ranks of school workers. Nor would this record be just if it were to omit the name of Mrs. Winifred D. Colgrove, to whom was due in a marked degree the success of the school during the first four years of its existence, and whose death in March, 1897, is still mourned by her devoted students.

MATERIAL EQUIPMENT.

The material equipment of the school is modern and efficient. The seminary building is sixty feet square, three stories high with basement, and is situated in a beautiful campus of three acres. There has been no waste of funds upon show which should have been put upon teachers' salaries, but its equipment is fully adequate to its needs. A large chapel furnishes seating room for between four and five hundred persons. The entire third floor is occupied by the business college. Its classrooms are well lighted and heated, and are furnished with students' chairs with tablet arm, noiseless erasers, dustless crayon, and similar minor equipment which distinguishes the well managed school. Great attention is given to making the building clean, comfortable, tasty and inviting.

FUTURE.

The Nora Springs Seminary is well managed but by no church society or other organization. Its success has been due to the loyal support of its teachers, its alumni, and the people of Nora Springs. That it is destined for still greater things is evidenced by the fact that these elements of its success cannot change. Its students, faculty, and friends are still loyal, and will remain so during its coming years of usefulness. There is a place for a Christian school that is nonsectarian; a school that furnishes short, practical courses; a school that has to offer what the public demands; a school whose sole purpose is to do the most possible for the development and progress of its students.

A STATISTICAL SUMMARY.

When established	1891
Number of teachers	14
Students in preparatory work.....	130
Students in other courses.....	130
Number enrolled 1900-1901.....	260
Value of buildings, furniture, and grounds.....	\$8,000.00
Number of volumes in libraries.....	200

Value of apparatus.....	\$ 150.00
Charge per annum for tuition.....	\$ 35.00
Room, and necessary incidental expenses per annum. \$	110.00
Average of total annual expenses per student.....	\$ 150.00
Number in last class graduated: Males.....	22
Females.....	14
Whole number of graduates since organization of institution.....	357

PARSONS COLLEGE, FAIRFIELD.

REV. F. W. HINITT, PH. D., PRESIDENT.

FOUNDATION AND HISTORY.

Parsons College owes its existence to the beneficent spirit of Lewis B. Parsons, Sr., a native of Massachusetts, born at Williamstown, April 30, 1798. He became interested in Iowa partly through investments in Iowa land and partly through a visit paid to his son, Charles, then a resident of Keokuk. This acquaintance impressed him with the possibilities of Iowa, and finally led him to bequeath a large part of his property for the foundation of a Presbyterian college in Iowa. The following quotation from the bequest shows his earnest Christian spirit:

"Having long been convinced that the future welfare of our country, the permanence of its institutions, the progress of our divine religion and an enlightened citizenship greatly depend upon the general diffusion of education under correct moral and religious influences; and having during my lifetime used to some extent the means given me by my Creator in accordance with these convictions, and being desirous of still endowing objects so worthy as far as in my power lies, I do therefore give and bequeath the residue of my estate to my said executors and the survivors or survivor of them, in trust, to be by them used and expended in forwarding and endowing an institution of learning in the state of Iowa."

Mr. Parsons died just before the outbreak of the civil war. This crisis in our history and the consequent depreciation of land value, together with the dissension between the two branches of the Presbyterian church, led to a long delay in founding the contemplated institution.

Finally, in 1874, at the meeting of the Synod in Des Moines, definite action was taken toward the establishment of the institution. A committee of twelve was appointed to take charge of the matter. This committee, in turn, selected from its number an executive committee of three, viz: Rev. John Armstrong, of Muscatine; Rev. Willis G. Craig, of Keokuk; Rev. Carson Reed, of Fairfield.

On December 11, 1874, a proposition was made to establish the college at Fairfield if the sum of \$27,000 could be raised. This condition was quickly met. Accordingly, on February 24, 1875, at the call of Lewis B. Parsons, senior executor of his father's will, thirty men were invited to Fairfield to form an association and elect a board of trustees. The resulting board consisted of twenty-five representative citizens and ministers of the gospel of Fairfield and adjacent cities.

Lewis B. Parsons was first president of the newly formed board. A beautiful site for the college was soon secured in the north part of town and ground at once broken for the new college building.

College exercises began on September 8, 1875, under the instruction of three professors and two assistants. The catalogue of 1876 showed an enrollment of sixty-three. In June, 1877, Rev. John Armstrong was elected as the first president of Parsons.

Such in brief was the foundation of Parsons college.

The subsequent history of the college has much in common with the early years of similar institutions. Kind friends have from time to time appeared and given generously of their means as the occasion demanded. In this way the endowment fund has been increased to an aggregate of \$ 50,000. Numerous gifts of books have also been made to the library, so that the college now has a library of over 4,000 volumes.

In 1900, through a bequest of \$6,000 from Calvin Ballard of Winterset, and generous gifts from Geo. W. Cable, of Davenport, and Thomas D. Foster, of Ottumwa, plans were made for the erection of a ladies dormitory on the college campus. Ground was broken in August of the same year and in September, 1901, the building was completed and furnished. This building, known as Ballard Hall, provides a beautiful home with all modern improvements for about thirty young ladies. It is a much appreciated addition to the equipment of the college and cost \$14,000.

AIM.

Parsons college aims in its methods and class-room work to counteract the present tendency to secularize and dechristianize education in our public and state educational institutions. Toward this end study of the Bible is required of all students. In brief, all the exercises and associations of the college are planned to surround the students with Christian influence.

The curriculum provides for both sexes all the advantages of a liberal education in the arts, sciences and philosophy. These courses, through accurate scholarship and mental discipline, aim to prepare the students both for professional study and the requirements of practical life.

EQUIPMENT.

The main college building, known as Ankeny Hall, is a commodious brick structure of three stories in height. This building contains nine classrooms, two society halls, chemical, physical and biological laboratories, reading-room and president's office.

The class-rooms are provided with maps, charts, etc., necessary for elucidating the subjects taught therein. The laboratories are furnished with all necessary apparatus for advanced experiments and accurate measurement in physics, chemistry and biology. A recent addition to the equipment of the college is a stereopticon lantern and supplies.

Ballard Hall and its accommodations have been mentioned above.

For gymnastics and athletic sports ample provision has been made. The college campus is provided with tennis courts, and a base-ball and foot-ball field. For gymnastics a room has been provided where a thorough course in free and light gymnastics is annually given. This room has ample facilities for all who wish to take instruction in the heavy gymnastics. It is

therefore no exaggeration to say that means are provided at Parsons, for the full, rounded development of the mental, physical and religious nature of all students in attendance.

COURSES OF STUDY.

Instruction at Parsons is divided into four departments, as follows: The academy, the college, the music and art departments.

The department of music is in charge of graduates of the Boston conservatory and is second to none in the state.

Art instruction is in charge of a student of Cormon and Petitjean who is competent to teach all branches of drawing and painting.

The work in the academy covers all the requirements for admission to our best colleges as well as preparation for teaching or business life. For the better accomplishment of these purposes the studies are classified into classical, scientific and english courses.

Similarly in the college the studies are arranged with a view toward meeting the students' future needs.

The courses here are termed classical, philosophical and scientific courses.

The first is the time honored literary course with Greek and Latin required for two years. The second substitutes a modern language in place of Greek.

In the third no ancient language is required. After sophomore year in all courses a large variety of electives are open to the students of all courses. This list at Parsons comprises ninety-eight courses distributed nearly equally among the following subjects: Bible, philosophy, ethics, pedagogy, economics, history, ancient languages, modern languages, mathematics, physics, chemistry, biology and geology.

Such in brief is the history of Parsons college, its equipment and work. No college can be measured by a mere narration of its resources. Its inner life must be experienced; its product of successful men tested. Parsons for a brief life of twenty-five years has an honorable record. In that brief period 279 students have been graduated, of whom sixty-three have entered the gospel ministry, sixty-six teachers; twelve college professors, thirteen physicians; six journalists; twelve foreign missionaries; twenty-nine lawyers and thirty-two in the walks of business life.

In conclusion, then, Parsons college is an institution for the education of Christian citizens. It is an institution offering first class facilities at moderate cost. It stands as an inspiration and incentive to the young people of south-eastern Iowa toward nobler living and more consecrated citizenship.

A STATISTICAL SUMMARY.

When established.....	1875
Number of professors.....	8
Number of other teachers.....	10
Students in college work.....	78
Students in preparatory work	68
Students in other courses.....	175

Number enrolled 1900-1901	277
Value of buildings, furniture and grounds	\$ 100,000.00
Amount of endowment, exclusive of buildings, etc.	\$ 150,000.00
Number of volumes in libraries.....	4,000
Value of libraries.....	
Value of apparatus.....	
Charge per annum for tuition in regular courses....	\$ 32.00
Room, and necessary incidental expenses per annum..	\$ 75.00
Average of total annual expenses per student..	\$150.00 to 225.00
Number in last class graduated: Males 11. Females	4
Whole number of graduates since organization of institution	279

PENN COLLEGE—OSKALOOSA.

A. ROSENBERGER, PRESIDENT.

Previous to the year 1863, an educational institute had been established at Spring Creek, a few miles out of Oskaloosa, but in September of that year the building was destroyed by fire. The friends and patrons of the institute, desiring to establish and maintain an institution of collegiate rank, formed an association for this purpose, and on January 27, 1864, incorporated under the name of Spring Creek Union college. In 1886, Iowa Yearly Meeting of Friends took steps to unite the educational forces of the yearly meeting, and through the representations of a committee, Spring Creek Union College Association amended its articles of incorporation by granting the yearly meeting the right to nominate a part of the board of directors, and at the same time changed its name to Iowa Union College Association of Friends. The object, as set forth in the articles of incorporation, was to establish a college in or near the city of Oskaloosa, to be conducted according to the principles of the Society of Friends. At the annual meeting of the association, September 9, 1873, the same was changed to Penn college, and the first college term was opened September 23, 1873. The first graduation was in 1875, since which date a class has been graduated each year.

John W. Woody was chosen the first president of the college, and served in this capacity for four years. The faculty consisted of the president and four professors. The enrollment the first year was about 200, most of whom were in the preparatory department. During this time beginnings of a museum, cabinets, and library were made.

In 1877 president Woody resigned and was succeeded by William B. Morgan, who served as president for two years.

In 1879 Doctor Benjamin F. Trueblood succeeded to the presidency. Under his careful guidance the college acquired a reputation for thorough, substantial work, unexcelled by the older institutions of this and adjoining states.

The college opened in 1873, with only the west wing of the main building erected. A few years later the central portion was built, and finally, in 1890, through the liberality of the people of Oskaloosa, the east wing was erected, thus completing the building as originally planned. In this year

Dr. Trueblood resigned and Absalom Rosenberger was called to the presidency. During President Rosenberger's incumbency requirements for admission have been raised, the courses of study enlarged, the material equipment substantially increased, and the attendance of students has about doubled.

In 1894, Major and Mrs. S. H. M. Byers adorned the chapel with a fine collection of paintings secured during their residence abroad, consisting of copies of the famous master-pieces and a number of original paintings. Through the liberality of Charles and Albert Johnson, the college, in the autumn of 1900, came into possession of a fifty acre tract of land adjoining the city of Oskaloosa on the north. Through the gifts of other friends of the college more than \$50,000 were added to the permanent funds that same year, in addition to the above tract of land.

The college has constantly kept in view the design of its founders, that it should be a thoroughly Christian college. It recognizes the fact that intellectual culture apart from vital Christianity can never develop a well rounded character, and it has ever striven to keep before its students high ideals of true Christian manhood and womanhood with thorough intellectual culture. Students are required to attend the devotional chapel exercises daily and some place of worship on Sabbath morning. The Young Men's and Young Women's Christian Associations are organized and carried on by the students; they include in their membership a large part of the student body. They are an important factor in maintaining and developing the Christian life among the students. Each association holds a prayer meeting during the week, and gospel meetings on Sabbath afternoon. They also maintain several Bible classes and mission study classes. The college endeavors to maintain constantly a high standard of scholarship. It has a three years' preparatory course, above the common branches. This prepares for entrance to the various college courses. In the college department there are four courses, classical, philosophical, scientific and classical-biblical, each of four years, leading to Bachelor degrees. The classical and classical-biblical courses lead to the degree of A. B., the philosophical to the degree of B. Ph., and the scientific to the degree B. S. Excellent opportunities are offered for culture in both vocal and instrumental music. The college has well equipped laboratories for work in chemistry and biology and a good beginning has been made in equipping a physical laboratory. The museum, while not large, contains many things of interest and value gathered from various parts of the globe. The college possesses a good working library. On the reading tables are found the leading magazines and several daily and weekly papers. There are five literary societies maintained by the students. The Alethian, composed of ladies, and the Alcmian, composed of gentlemen, jointly possess a beautiful hall in which their meetings are held. They unite once a month in the Argonaut society. The Athens and Jean Ingelow societies, the former composed of boys and the latter of girls, in the preparatory department, occupy a commodious hall in the main building. The subject of oratory receives much attention, especially during the fall term, when class contests are held under the auspices of the oratorical association of the college.

The *Penn Chronicle* is a student's publication. It is issued monthly under the control of a stock company composed wholly of students.

The college owns a tract of five acres, adjoining the campus, which is devoted to athletic purposes. Foot-ball, basket-ball, field events, and indoor athletics during the winter receive their due share of attention.

A STATISTICAL SUMMARY.

When established	1873
Number of professors.....	9
Number of other teachers	5
Students in college work	132
Students in preparatory work	157
Students in other courses.....	123
Number enrolled 1900-1901	384
Value of buildings, furniture and grounds	\$ 51,000
Amount of endowment, exclusive of buildings, etc....	\$ 90,000
Number of volumes in libraries.....	5,000
Value of libraries.....	\$ 3,000
Value of apparatus.....	\$ 4,000
Charge per annum for tuition in regular courses	\$ 38
Room, per annum.....	
Average of total annual expenses per student.....	\$ 150
Number in last class graduated	Males 10; females 7
Whole number of graduates since organization of institution	247

PERRY NORMAL SCHOOL, PERRY.

W. M. TARR, PRINCIPAL.

The Perry Normal school was organized during the fall of 1892 by H. C. Wall, and was known as the Perry Business College. From the start the school was a success. The attendance was all that could be expected for the new institution, and before the end of the second year larger quarters were secured for the school. Shortly after this, Prof. E. D. Hully took charge of the commercial department and the school was maintained under the firm name of Wall & Hully until the fall of 1895 when W. M. Tarr took charge of the school and changed the name to the Perry Normal School.

New teachers were employed and a complete normal department added. The school professes to be an academy where young men and women may fit themselves for the active duties of life, and it has been very helpful to the country schools of this and adjoining counties. Nearly half of the teachers of Dallas county have spent at least one term at this school. The school has been recognized by the county superintendents of adjoining counties as a potent influence for good in that section of the state. A two and a three years' course is maintained, also work in didactics and primary methods.

Prof. H. H. Rangeler, who has charge of the didactics work, and Miss Carrie Forgrave, who has charge of the primary methods, are recognized among the leading teachers of their lines of work. In speaking of this school in the Dallas County Teacher, Superintendent Hutchins says: "While spending a few hours in the beautiful little city of Perry one day last week, I

responded to an invitation cordially extended by Mr. Tarr to visit the Perry normal school. We had been there before but never at a time when the school seemed to be so much of a veritable bee-hive as at present. The school, which was reorganized and incorporated last summer with stock subscribed to the amount of \$10,000, is better equipped than heretofore and the attendance very much larger. The school is a normal training school in which special attention is given to the common branches and where young teachers receive wholesome training for the work of the school room. It also has a nicely equipped commercial department where actual business methods and business ethics are taught.

Mr. Tarr has, for a number of years, been a conspicuous character among educators of Dallas and Boone counties and knows the needs of a country school teacher and ever strives to meet them. He is in close touch with the schools and school officers of both counties and not only fits teachers to do good work in the school room but is a trusted and valuable assistant to school officers in the matter of recommending good teachers to them.

Mr. Tarr has struggled along for a number of years alone, until the good people of Perry recognizing his worth, came gallantly to his assistance last summer, and, with him, incorporated the school, putting it on a good substantial basis. Both Mr. Tarr and the Perry people are to be congratulated on having an institution of this kind in their thriving business town."

During the present year music and art departments have been added and in the future this work will be maintained. The school also maintains a complete commercial and short-hand course equal to the leading commercial schools of the state. Many of the graduates have found employment in Des Moines and other large cities. During the past year over 200 students have enrolled and the outlook for the coming year is better than ever before. The school has, by hard work and strict attention to business, won its way to recognition. It has never begged favors or asked for sympathy; being a private enterprise it has been compelled to prove its worth.

A STATISTICAL SUMMARY.

When established.....	1892
Number of professors.....	
Number of other teachers.....	6
Students in college work.....	
Students in preparatory work.....	120
Students in other courses.....	93
Number enrolled 1900-1901.....	213
Value of buildings, furniture and grounds..	\$ 8,000.00
Amount of endowment, exclusive of buildings, etc..	
Number of volumes in libraries.....	1,200
Value of libraries.....	\$ 500
Value of apparatus.....	\$
Charge per annum for tuition in regular courses....	\$ 40.00
Room, and necessary incidental expenses per annum..	
Average of total annual expenses per student,..	
Number in last class graduated: Males, 6; females 3	9
Whole number of graduates since organization of institution	60

SIMPSON COLLEGE—INDIANOLA.

CHARLES ELDRED SHELTON, A. M., PRESIDENT.

Attempts were made at an early period to establish educational institutions within the territory of the Des Moines Conference, but Simpson College illustrates the "survival of the fittest." At the first session of the Western Iowa Conference of the Methodist Episcopal Church, in response to a petition from the quarterly conference of Indianola station, the conference ordered that so soon as the citizens of Indianola should erect, and pay for, suitable buildings, worth at least \$3,000, the conference should accept the same, assume its control, and give its patronage.

A board of trustees was elected, with Rev. E. M. H. Fleming as president; Dr. B. S. Noble, vice president; Rev. J. C. Reed, secretary; and Hon. Geo. W. Jones, treasurer. They incorporated under the name of "Indianola Male and Female Seminary," and employed Prof. E. W. Gray as principal. Immediate steps were taken for the erection of the building. Messrs. Jones and Windle donated the site, and the citizens contributed \$4,350, with which the building was erected in 1861. The seminary lived and grew under the superintendence, in succession, of Professors E. W. Gray, F. H. Winans, O. H. Baker, and S. M. Vernon. In 1867 it was shown to the Des Moines Conference (the southern part of the divided Western Iowa) that the school had outgrown seminary proportions. It was then raised to college grade, named Simpson Centenary College, and Rev. S. M. Vernon made its president. After one year Dr. Alex. Burns became the president. In 1867 the citizens of Indianola assumed the erection of another building, the present chapel, under the leadership of Hon. Geo. E. Griffith, and the contract was let for \$17,500. Through a double failure of the contractor, however, the amount actually paid was much more.

The building was dedicated in October, 1870. The old building, "Blue Bird," as it was called by the students, was shortly afterwards wrecked by a storm.

Out of the failure of the contractor grew expensive litigation, so that debt early began to accrue. The growing demands of the school called for increased expense, and increased debt was the result. An effort was made in the early years to establish an endowment fund. The citizens of Warren county gave \$25,000, which was supplemented by a canvass of the conference until in 1871 the amount exceeded \$60,000. The debt was also paid. Then came the fearful financial crash of 1873, and one-half the endowment notes became unproductive through the poverty of those who had given them. Another debt began, and steadily increased for five years. Dr. Burns, after a vigorous administration of ten years, resigned the presidency in 1878, and Rev. T. S. Berry was elected. He died in February, 1880, so that he signed the diplomas of but one class. To that class great honor is due. The institution was in financial straits, not only because of

the panic of 1873, but on account of the constant agitation for the removal of the college, by members of the conference. This could, and did amount to nothing but a disturbance, hindering the collection of funds, and retarding the work and growth of the institution. So great was the rumble, and so dark the cloud in the spring of 1879, that the faculty offered to give to the members of the senior class credentials of good standing and scholarship if they wished to go to some other institution for their diplomas. But the loyal response came, "We'll stand or fall with Simpson." Such loyalty on the part of not only the class, but of the students, of the local community, and of the majority of the conference members, soon silenced the rumors of removal, and today as for years past Simpson College at Indianola stands as a monument of perpetuity.

Rev. E. L. Parks was elected in the spring of 1880. He began at once to provide for the debt, a work in which he was eminently successful. The debt was paid, the attendance increased, and a new era of prosperity begun. In 1884 the "Centenary" was dropped from the name. In 1886 Dr. Parks resigned, and was succeeded by Rev. W. E. Hamilton, who, resigning after three years, was succeeded by Rev. E. M. Holmes. Upon the resignation of Rev. Holmes, in 1892, Rev. Fletcher Brown was called from the vice presidency to the presidency, in which work he remained until 1898. During President Brown's connection with the school three new buildings were added. Rev. J. B. Harris occupied the president's chair one year. Upon his resignation, in 1899, the present efficient head, Rev. Charles Eldred Shelton, was elected.

The school has shown steady growth, both in attendance and in a financial way. The past few years have witnessed a more rapid increase of students, which heavily taxes the capacity of the buildings, making a new auditorium an absolute necessity. The old chapel will not comfortably accommodate the 500 students in attendance the present term. The project of a building to be called the Epworth auditorium is being vigorously pushed by the field secretary, Rev. L. B. Wickersham. While the distinctively patronizing territory is within the bounds of the Des Moines conference, Simpson does not refuse students coming from more distant parts. The aggregation of students is even cosmopolitan, there being this term five Mexicans, two Chinese, one African, one Japanese, and one Filipino.

The members of the faculty have the individual interests of the students at heart, and keep in close touch with them.

It has ever been the aim to teach the student to think for himself, training the intellect under Christian influences, with the result that rarely, if ever, has an atheist carried away his diploma.

There are eight courses of study: Liberal arts, academy, normal, business, shorthand and typewriting, music, oratory and physical culture, and art.

Captain Daniel Robinson, appointed by the government, is military instructor.

The conservatory of music is a marked feature of the school,

The department has increased so rapidly that a new building for its use is almost as imperative as the auditorium, and both are of the near future.

The effort being made in connection with the twentieth century thank offering of the church is adding to the material resources of the college, and each year adds loyal, enthusiastic alumni.

To say that "the institution was never in a more flourishing condition" is not to give utterance to a stereotyped sentence, but to express the literal truth very feebly.

Written by Alice M. Berry.

A STATISTICAL SUMMARY.

When established.....	1867
Number of professors.....	11
Number of other teachers.....	19
Students in college work.....	134
Students in preparatory work.....	112
Students in other courses.....	497
Number enrolled 1900-1901.....	629
Value of buildings, furniture and grounds.....	\$106,000.00
Amount of endowment, exclusive of buildings, etc..	\$ 56,298.28
Number of volumes in libraries.....	3050
Value of libraries.....	\$ 1,230.00
Value of apparatus.....	\$ 2,600.00
Charge per annum for tuition in regular courses.	\$31.00 to \$38.00
Room and necessary incidental expenses per annum:	
Room.....	\$19.00 to \$38.00
Board.....	\$80.00 to \$95.00
Average of total annual expenses per student.....	\$ 150.00
Number in last class graduated: males, 13; females, 3	16
Whole number of graduates since organization of institution.....	286

ST. ANSGAR SEMINARY AND INSTITUTE, ST. ANSGAR.

REV. SIGURD OLSEN, PRINCIPAL.

The advisability of establishing an academy under the auspices of the Lutheran Church was a question with several persons in St. Ansgar and vicinity nearly thirty years ago. No step was, however, taken in the matter before the year 1878. Being encouraged by Rev. J. Olsen and Rev. B. Gjeldaker, H. S. Houg, A. B. (at present auditor of Mitchell county), opened school October 1, 1878. A large vacant room of the public school building of St. Ansgar, which was divided into two recitation rooms, had been secured. In these rooms school was held for two years. As the public school, at the end of the two years, was in need of more room, the academy was moved to an up-stairs hall in town. This hall was also divided into two recitation rooms; school was also held in these rooms for two years. As the building which the school now occupies was completed at the end of the two years, the academy was moved into it.

Mr. H. S. Houg acted, with some interruptions, as principal of the academy from its establishment in 1878, until the summer of 1890. The school had no other financial resources than the tuition received from the students. These were years of a hard struggle for existence! In the year 1890 a normal school in Wittenberg, Wisconsin, was removed to St. Ansgar

and united with the academy. Its teachers, K. Lokensgaard and P. J. Eikeland, A. B., were appointed teachers in addition to H. S. Houg. Mr. K. Lokensgaard was made principal under the new arrangement. One year later another teacher was appointed, namely, Rev. Sigurd Olsen. Since his appointment the St. Ansgar seminary and institute has had four regular teachers and one teacher of music. Messrs. K. Lokensgaard and P. J. Eikeland having been elected to teach in schools of the Norwegian Evangelical Lutheran Church of America, resigned in 1893 their positions, and K. Gjerset, A. B., was elected principal, and M. R. Odegard was made teacher of the commercial department. As Mr. Gjerset wished to go abroad to study, he resigned as principal in 1895, and J. O. Sethre, A. M., was appointed to fill his place. As Mr. Sethre also wished to continue his studies, in 1898 Sigurd Olsen, A. B., was made principal in his place. Mr. Olsen received during the summer of 1901 a call to preach to congregations in Minnesota, and gave up his position at St. Ansgar seminary and institute. At the present writing, J. P. Tandberg, A. B., has been elected principal of the school, and will very likely accept the position.

The St. Ansgar seminary and institute offers five courses: The preparatory, the college preparatory, the normal, the parochial normal, and the commercial.

It is the conviction of the writer that the seminary has during its existence of more than twenty years made no inconsiderable contribution to education; it has been a force for good in the community in which it has existed and also in a wider territory.

A STATISTICAL SUMMARY.

When established.....	1878
Number of professors.....	4
Number of other teachers.....	2
Students in college work.....	6
Students in preparatory work.....	52
Students in other courses.....	16
Number enrolled 1900-1901.....	74
Value of buildings, furniture and grounds.....	\$ 1,200.00
Amount of endowment, exclusive of buildings etc..	None
Number of volumes in library.....	500
Charge per annum for tuition in regular course.....	\$ 29.00
Room, and necessary incidental expenses per annum:	
Room.....	20.00
Board.....	47.00
Average of total annual expenses per student.....	96.00
Number in last class graduated: Males, 2; females, 4	6
Whole number of graduates since organization of institution	93

ST. JOSEPHS COLLEGE, DUBUQUE.

REV. JOHN P. CARROLL, D. D. PRESIDENT.

This institution was founded by the Most Rev. Archbishop Hennessy, September 8, 1873. It is beautifully located on the bluff, west fourteenth

street, Dubuque, between Henion and Walnut streets. Standing on this elevated point, it commands a magnificent and extensive view of the city, river and surrounding country.

The new college, built in 1878, was found inadequate to accommodate the increasing number of students, and in 1884 a spacious wing was added to the east side of the main building. The college apartments are large and commodious, and are furnished with every modern improvement conducive to health and comfort. The building is heated by steam, thoroughly ventilated and lighted by gas with the latest improved Wellsbach burners. The bath rooms, to which the students have access daily, are supplied with hot and cold water. To make more suitable provisions for the philosophical students and to relieve the present crowded apartments, a new wing will be erected on the west side of the main building during the coming scholastic year.

The recreation grounds attached to the college are laid out so as to afford the students every opportunity for healthful and agreeable exercise. They have lately been enlarged and extensive improvements are now in progress. A magnificent hand-ball court, sixty feet square, was erected a few years ago at a cost of upwards of \$1,000. Large base-ball grounds about a quarter of a mile from the college provide the students with ample amusement on recreation days.

The college is conducted by secular priests of the archdiocese. Relieved of all parochial duties; they devote themselves exclusively to the education of their pupils. The most approved methods are employed to aid in the development of natural talent, and thoroughness in every branch of study is conscientiously insisted upon. Special attention is given to the social, moral and religious training of the students, the great aim of the faculty being to make their pupils not merely men of intelligence, but dutiful sons of Holy Mother church and honorable members of society.

The domestic department is conducted by the Sisters of St. Francis.

The scholastic year is divided into two sessions of five months each; the first commencing on the first Wednesday of September, the second on the first day of February.

Students are received at any time during the year, and are assigned to the classes for which on examination they are found qualified.

St. Joseph's college is the preparatory seminary for students aspiring to be priests of the Archdiocese of Dubuque. Students of other dioceses are also received. The course of studies is primarily designed for those who wish to become priests, but it will be found most suitable for those also who aspire to the learned professions, such as law, medicine, etc.

Besides the Latin and Greek classics, the course embraces English, history, mathematics, bookkeeping, the natural sciences—physics, chemistry, biology and astronomy—Hebrew, French and German, and a thorough training in rational philosophy and ethics.

The course is divided into two parts, the academic and the collegiate, the former covering a period of three and the latter a period of four years.

Eight years' pre-academic work or the completion of a full grammar course in a public or parochial school is required for entrance to the first year of the academic department. From applicants who have completed

such a course, certificates will be accepted, signed by the principal or superior of the school.

All other applicants must be prepared to show, on examination, proficiency in English grammar and composition, arithmetic, geography and United States history.

Desirous of occupying a place in the front rank of educational institutions in the natural sciences as well as in the other branches of knowledge, St. Joseph is making a special effort to perfect its scientific course. For this purpose a spacious and admirably lighted science hall has been fitted up at a considerable expense. Instruments, moreover, costing upwards of \$700, illustrating every principle in the various branches treated, have been added to the laboratory. The course embraces physics, chemistry, astronomy and biology.

This institution is incorporated under the laws of the state of Iowa and is empowered to confer the usual academic degrees.

A STATISTICAL SUMMARY.

When established	1873
Number of professors	8
Students in college work	100
Number enrolled 1900-1901	100
Charge per annum for tuition in regular courses	\$ 195.00
Average of total annual expenses per student	\$ 195.00
Number in last class graduated:	
Males	7

TOBIN COLLEGE—FORT DODGE.

C. V. FINDLAY, PRESIDENT.

The school is named in honor of Professor T. Tobin, who, in the year 1892, aided by the citizens of Fort Dodge, erected the splendid building that is located in the heart of the city. After conducting the school seven years and bringing it safely through the vicissitudes of its first years and the financial panic which brought so much disaster to similar enterprises, Professor Tobin retired and was succeeded by Professors J. F. Monk and C. V. Findlay. Mr. Monk has been with the school since its beginning, and Mr. Findlay was county superintendent during the same years, so both are intimately acquainted with the work of the school and the educational needs of the public schools, and are especially fitted to continue the college successfully.

The college building, which is pleasantly located just one block from the court house, on First avenue north and Seventh street, is a model of architectural beauty, durability and economy. The structure is of pressed brick, with massive white stone trimmings, and presents a frontage of one hundred and sixty feet, with a depth of forty-six feet through the wings. Four floors and a basement of above dimensions are devoted exclusively to college uses. The college chapel and recitation rooms occupy the second floor, and are separated by glass partitions which are so arranged that the entire floor

may be turned into one vast audience room with a seating capacity of seven hundred. On this floor is the music department, a large, spacious, well-equipped room. On the third floor are the rooms for typewriting and the large commercial exchange hall, occupying the entire south front on that floor. Another large recitation room is provided on this floor, also a room for the telegraphy department. The remainder of the third floor and all of the fourth floor are devoted to dormitories for teachers and students. The first floor is occupied by the college office, rooms for teachers' families and for lady students. The basement, which is well-lighted and almost entirely above ground, contains the ample dining hall, where all the students may be served at once; also the kitchens, storerooms, and fuel bins necessary for such an institution. The furniture and equipments are first-class, and every department is well supplied for the comfort and convenience of students.

The financial resources of the college are what the proprietors, Monk and Findlay, have put into it in money and brains. The school is absolutely dependent upon the proprietors for its support. Because the owners of the college give value received for every dollar paid in as tuition, they are able to maintain the college on a paying basis.

Courses in music, oratory, stenography, and business are maintained; also, a three year normal training course, and a scientific course that requires two years in addition to the normal course.

In 1900 the college was incorporated under the laws of Iowa with a capital stock of \$40,000. Professor C. V. Findlay was elected president and Professor J. F. Monk was elected secretary and treasurer. By reason of the incorporation, the college may confer degrees upon its graduates and may enjoy all the privileges under the law that are provided for the highest colleges in the state.

The college has much to encourage its owners, located as it is in Fort Dodge, a city noted for its intelligent, sociable, whole-hearted enthusiastic, and enterprising people; a people of culture and refinement, who give a hearty welcome to the stranger within their gates.

Fort Dodge, the "Gypsum City" located on the Des Moines river, is surrounded by Iowa's most fertile prairies, and stands in the midst of coal fields and gypsum quarries. Here the Des Moines valley is an amphitheater filled with natural scenery; her woods are the botanical garden of the west, and her hills are filled with the richest products of geological interest. The entire region seems fitted by the Divine Hand for the student of nature. Scientific education now leads the van, and Fort Dodge is the Eutopian Isle for its study. No city in the west has better railway accommodations, being located on the main line of the Illinois Central, Minneapolis & St. Louis, Rock Island, Mason City & Fort Dodge, Fort Dodge & Omaha, and Great Western railroads.

A splendid library building costing \$50,000 is now being erected across the street from the college. The city provides abundantly by taxation for the maintenance of the library, and is able to add constantly to its splendid list of the newest and best books in all departments of history, science, art, and literature. Such a library not only offers a far greater variety of books and periodicals than a school library could afford, but a trained librarian gives her whole time to the work, and is untiring in her efforts to aid our students, to whom all these privileges are absolutely free. These advantages

alone are worth the entire cost of tuition, and should not be overlooked in deciding what school to attend.

It is a well-known fact that thousands of people with strong minds are denied the privilege of education for one or more of the following reasons: They are unable to meet the enormous expense. They are unwilling to spend their money for that which is not practical. The time required to secure even an ordinary education is too long in most of our institutions of learning. They are often required to study that which is distasteful and unprogressive because they are made to follow a prescribed and inflexible course. Those who can be in school only a short time are often confined to courses of study designed for other classes of students, and must be present through the entire year, or fail to derive the greatest good.

The object of Tobin College is to meet the demands of the masses by overcoming these objections, and placing within the reach of all an education that is practical, modern, and progressive.

A STATISTICAL SUMMARY.

When established.....	1892
Number of professors.....	8
Number of other teachers.....	—
Students in college work.....	41
Students in preparatory work.....	219
Students in other courses.....	110
Number enrolled 1900-1901.....	370
Value of buildings, furniture and grounds..... \$	40,000
Amount of endowment, exclusive of buildings, etc...	None
Number of volumes in libraries.....	950
Value of libraries.....\$	1,100
Value of apparatus.....	100
Charge per annum for tuition in regular courses.....	40
Room, and necessary incidental expenses, per annum,	80
Average of total annual expenses per student.....	120
Number in last class graduated:	
Males.....	7
Females.....	16
Whole number of graduates since organization of institution.....	113

UPPER IOWA UNIVERSITY, FAYETTE.

GUY P. BENTON, A. M., D. D., PRESIDENT.

On the Chicago, Milwaukee & St. Paul Railway, main line from St. Paul to Kansas City, near the center of Fayette county, Iowa, upon a beautiful eminence crowned with buildings devoted to educational purposes, amphitheatred by hills and visted with charming vales, stands Upper Iowa University. With its rise and progress many choice names are inseparable, but in magnificent giving and ceaseless watching over its interests these three are, perhaps, pre-eminent: Robert Alexander and Samuel H. Rob-

ertson, its founders, and J. E. Robertson, its treasurer and careful custodian from the beginning until recently.

The school began its educational work January 1st, 1857, with William H. Poor, a graduate of Troy conference academy, as principal. About one year later Mr. Poor was followed by Rev. L. H. Bugbee, A. M., a gentleman of fine scholarship and noble character, whose memory still lingers most delightfully with early students of the school. During Dr. Bugbee's administration the institution was chartered as a university. In 1860 Dr. Bugbee resigned for other, and at that time seemingly broader fields of usefulness, and was followed in the presidency by Rev. Wm. Brush, D. D. Dr. Brush wrought heroically for an endowment of the school, but results were not as substantial as the cause was worthy. Meanwhile, however, the school increased rapidly in attendance, adding some names now national to its rolls. Then came the war of the rebellion. The first volunteer meeting in the county was held in the old college chapel. The tide of patriotism ran high. There were many speeches and many volunteers, and when that meeting was over there was scarcely a student twenty-one years of age who had not volunteered to go in defense of the flag and the preservation of the Union. It was a great day and the university will be forever proud of her hero soldiers. After the regime of Dr. Brush, Rev. C. M. Stowers, A. M., became president and held office one year. From 1870 to 1871 Rev. B. W. McLean was acting president. From 1871 to 1872 Rev. R. Norton served in that capacity. Following that for one year Mr. Norton was president. From 1872 to 1873 Rev. J. W. Bissell, A. M., became the acting president. In 1873 Dr. Bissell succeeded himself to the presidency, in which capacity he continued until 1899, a period of twenty-six years. In 1899 the present incumbent, Rev. Guy Potter Benton, succeeded to the office.

From the beginning all connected with the university have wrought nobly and with marked success. About nineteen years ago, however, the institution entered upon a new era of progress. For twenty-five years there had been only a single building in which to do the work of the school. Rising to the exigencies of the case one building after another was added until now ladies' hall, science hall, chapel, gymnasium, observatory and "David B. Henderson Library" are grouped about the original structure. With this growth of facilities has come a very largely increased attendance of college students, the number of the current year being one of the largest in its history. To care for these the faculty is constantly receiving reinforcements by the bringing in of choice and most successful teachers. The curriculum of the school is now very full and adequate to the needs of all who seek a liberal education. Library and apparatus keep pace with all this forward movement. With these facilities the grade of scholarship has been constantly advanced until now it is abreast of the best schools of the state. In regular college courses of study, in the last decade, the advance has been over four hundred per cent. Its students have passed out into every honorable walk in life. Many are in the ministry, and some on missionary fields where literally tens of thousands of benighted souls have answered the evangelizing call and given their hearts to God. Others adorn the noble profession of law. Some have been and others still are in congress halls. Some are in medicine and surgery. Indeed no useful calling in life is unoccupied by earnest workers who here have been equipped for their mission in life.

The friends of this grand old institution are legion. Among the number of these is an honored alumnus, Hon. David B. Henderson, speaker of the National House of Representatives.

During the past year, Hon. Andrew Carnegie of New York has given \$25,000.00 to erect a library on the university campus as a monument to Colonel Henderson. Ex-Governor Larrabee has for many years been a valued friend and member of the board of trustees. Within the last year he has made a cash donation of twenty-six thousand dollars to the permanent endowment of the university. Others too numerous to mention have contributed to the development of the institution.

These men and the noble results of their deeds are worthy of noble successors. Men who have grown rich with the peopling of Iowa's broad domain, each building in his place for the good of the great commonwealth but by that very building amassing a fortune and reserving the larger share of it unto themselves, have here a noble opportunity to build themselves into a monument as enduring as time; a monument which shall not only perpetuate their memory to the latest day of time, but make it live in the eternal day in the hearts of countless thousands who yet shall throng these halls of learning.

One of Iowa's strong men once said in a great public meeting: "If the Upper Iowa University had done no more than to educate John E. Clough, who has done such heroic and successful work in Baptist mission fields in India, this one man would be a sufficient return for all money and labor given to that noble institution." Who can estimate the culminative results of the wisdom that invests some part of earthly heritage in the education and training of young men and women for the highest possible usefulness? Dr. Clough just referred to, thus prepared, went to a raw mission field, labored long and hard, translating the Bible into the native tongue, preaching the gospel seemingly without effect for a time, at first to individuals but later to vast throngs eager to know about the unknown God. In his chosen field of toil, he and his helpers in very recent years, have baptized many thousands of natives in the Christian faith. And these are but the vanguard of a great army yet to follow. This is a single instance illustrating the great good done by making it possible for our young people to fit themselves for work in the upbuilding of a great kingdom. What the future contains of possibility along this line only the Infinite One can know. But among the thousands yet to come here for an education there are certain to be many who will justify, in the results of their lives, every dollar laid down to aid them in facilities for educational equipment.

A STATISTICAL SUMMARY.

When established.....	1857
Number of professors.....	10
Number of other teachers.....	16
Students in college work.....	117
Students in preparatory work.....	85
Students in other courses.....	189
Number enrolled 1900-1901	391
Value of buildings, furniture and grounds	\$100,000.00
Amount of endowment, exclusive of buildings, etc..	122,500.00
Number of volumes in libraries.....	6,000

Value of libraries.....	\$ 12,000.00
Value of apparatus.....	5,000.00
Charge per annum for tuition in regular courses....	30.00
Room, and necessary incidental expenses per annum	129.00
Average of total annual expenses per student.....	159.00
Number in last class graduated:	
Males.....	3
Females.....	1
Whole number of graduates since organization of institution.....	275

WARTBURG COLLEGE, CLINTON, IOWA.

O. KRANSHAAR, PRESIDENT.

Wartburg College is an institution owned and controlled by the Evangelical Lutheran Synod of Iowa and other states, a church-body which was founded in 1854, in Clayton county, Iowa, and which has since spread over a great number of states and territories of the Union. As was the case with many of the leading colleges of the country, Wartburg College owes its origin to the necessity of making provisions for the education and training of ministers. In those pioneer times, when there were but few places in this part of the country, where a young man could acquire an education, the church, in order to have trained men for its missionary and ministerial work, was obliged to provide for their training by establishing a school from which it could draw the men it needed. This want was met by establishing a kind of preparatory school to the Theological Seminary which the Synod maintained near Strawberry Point, Clayton county, Iowa. The scope of this school was naturally, rather narrow, the instruction given in it was principally intended to fit young men in as short a time as possible for the study of theology, and necessarily much had to be left out that would now be considered necessary for the curriculum of a college. The plan worked well enough for the time being, but of course could not give satisfaction, as the country was being settled and the demands for a general higher education became greater. In 1868 this preparatory school was therefore detached from the Seminary, transformed into a college with one, a classical course, and located at Galena, Ills. In 1875 circumstances necessitated a removal of the school to Mendota, Ills., where it stayed until 1885. The Synod having meanwhile grown considerably in numbers and resources and intent upon enlarging and improving its college, reorganized it so as to meet the increasing educational demands of the time, and moved it to Waverly, Iowa, where it had come into possession of some property suitable for college purposes. In this new locality, surrounded by a large well-to-do constituency the college prospered greatly. It attracted a considerable number of young men, so that in a short time its accommodations proved insufficient. It was again removed, probably for the last time, to Clinton, Iowa, where large and suitable buildings were erected at a great cost.

Out of the small beginning the institution has grown to be a regular college with a preparatory department comprising three years, and a college course comprising four years, and with a regular college curriculum, in which instruction is given in all branches which are ordinarily taught in a regular college. The curriculum comprises three courses, a classical, scientific and business course. The instruction given by a competent corps of professors is thorough and aims at giving a young man an education that will fit him for any of the learned professions or a general higher education for the ordinary walks of life.

The college owns a fine property on one of the bluffs surrounding the city of Clinton; it has a valuable library, museum, laboratory, also literary societies, etc. Its doors are open to any young man desiring to avail himself of the advantages of a higher education. Its constituency from which it draws its students is principally the Evangelical Lutheran Synod of Iowa, with about 80,000 communicant members. Its finances are in a good condition. Though it has no large productive fund, it has a sufficient regular income, and its necessities are liberally provided for by the Synod. Its numerous graduates are filling responsible positions in the several walks of life, as ministers, professors, business men, lawyers, physicians, etc.

A STATISTICAL SUMMARY.

When established.....	1868
Number of professors	7
Number of other teachers.....	2
Students in college work	23
Students in preparatory work.....	27
Students in other courses.....	9
Number enrolled 1900-1901.....	57
Value of buildings, furniture, and grounds	\$ 75,000.00
Number of volumes in libraries.....	2,800
Value of libraries.....	\$ 3,500.00
Value of apparatus	1,500.00
Charge per annum for tuition in regular course.....	40.00
Room, and necessary incidental expenses per annum.....	20.00
Average of total annual expenses per student. \$150.00	200.00
Number in last class graduated:	
Males	3
Females.....	0
Whole number of graduates since organization of institution.....	109

WESTERN COLLEGE, TOLEDO.

L. BOOKWALTER, A.M., D.D., PRESIDENT.

The first steps toward founding Western college were taken by the Iowa Annual Conference of the United Brethren in Christ, held at Muscatine in August, 1855. A board of trustees was elected, with Rev. Solomon Weaver, as president. At a meeting of this board held February 11th, 1856, the

college was located on a tract of land, open prairie, donated to the college, situated in the southwestern part of Linn county, eight miles south of Cedar Rapids. The lands were laid out in campus and town site and the town named "Western." The college was incorporated in March, 1856. In the late fall, the main college building, a brick structure thirty-six by sixty-two feet, three stories in height, was completed, and on January 1st, 1857, the school was formally opened. Two boarding halls were subsequently erected.

The prime object in locating out on the prairie was that land enough might be secured for conducting an agricultural manual labor department. For five years a "college farm" was run by the institution, when the "manual labor" system was dropped.

In its original location, where a village of 250 inhabitants grew up about it, the college enjoyed varying success. The war of the Rebellion almost drained it of men. In the seventies it rallied.

RE-LOCATION.

However, after all reasonable attempts to secure a railroad into Western had failed, in 1881, the school was relocated at Toledo, Tama county. The main college building was ready for occupancy in September, 1883. On Christmas night, 1889, this building, save its tower, with all its contents except the library, burned to the ground. The present structure was immediately begun and stands a monument to the liberality of the people of Toledo and the church, and to the energy of the authorities in charge.

CONTROL AND RELIGIOUS AIMS.

This college is the educational center of the church of the United Brethren in Christ for the central upper Mississippi valley, embracing the states of Iowa, Minnesota, Wisconsin, and the northern part of Illinois. The board of trustees consists of three members from each of the five church conferences embraced in the territory named, three trustees from the Alumna Association, and three trustees at large, elected by the general board. An executive committee transacts the business between the annual sessions of the board. While it is a "denominational school" no sectarian principles are sought to be inculcated. The most complete liberty is granted to the religious convictions of each student. But special emphasis is given to the building of strong symmetrical moral and Christian character. The Christian associations form the center of the vigorous spiritual life of the college.

COURSES OF STUDY.

There are three courses of study—classical, philosophical, and scientific. There is a preparatory or academic department for the preparing of students for the freshman year, and large numbers take all their preparatory work here. There is also a strong normal course for the accommodation of those preparing to teach in the public schools. There are also well organized adjunct departments of music, elocution, commerce and art. The conservatory of music has its own separate building. From its founding, Western college has been, like its sister colleges of the west, co-educational. All courses are open alike to young men and young women.

BUILDINGS AND GROUNDS.

The campus contains about fifteen acres admirably located. There are four buildings—the college, Mary Beatty hall (for young women), Drury hall (for young men), and John C. Bright conservatory of music. The main building, one hundred and fifty by eighty feet, three stories and a basement is one of the best college buildings in the state. It is heated with hot water throughout and in every way admirably adapted to its purposes. Four elegant literary society halls and the room of the Christian associations are attractive features.

RESOURCES AND EQUIPMENT.

The permanent assets are.....	\$78,000.00
Contingent assets.....	10,000.00
Total	<u>\$88,000.00</u>

The chemical, physical and biological laboratories are thoroughly equipped. A gymnasium is provided for the department of physical culture. The library contains 3,500 volumes. It is the aim to keep the conservatory of music both in equipment and instruction abreast of the best in the west. The present faculty of the institution numbers sixteen professors and other instructors. Under the auspices of the faculty able lectures are given throughout the year.

President.	Entered.	Retired.
Rev. Solomon Weaver.....	1856	1864
Rev. William Davis	1864	1865
M. W. Bartlett, A. B., acting president.....	1865	1867
H. R. Page (fall term)		
E. C. Ebersole, A. M., acting president	1867	1868
Rev. E. B. Kephart, A. M., D. D.....	1868	1881
Rev. W. M. Beardshear, A. M., D. D.....	1881	1889
Rev. J. S. Mills, A. M., D. D.....	1889	1892
A. M. Beal, A. M.....	1892	1893
Rev. A. P. Funkhouser.....	1893	1894
Rev. L. Bookwalter, A. M., D. D.....	1894	....

RESULTS ACHIEVED.

From the college courses have graduated 239 well equipped young people. A large number have completed minor courses. The whole number of different persons who have been in attendance for a longer or a shorter time in the various departments may be safely placed at four thousand.

It has been the aim of Western college from its very founding to do thorough work and to develop strong, upright Christian character in its students, and in these prime objects it has eminently succeeded.

It has experienced the struggle common to all the denominational schools of the west, but its period of struggle is about passed and its time of more rapid advancement and of permanent enlargement is at hand.

A STATISTICAL SUMMARY.

When established.....	1856
Number of professors	7

Number of other teachers.....	9
Students in college work.....	67
Students in preparatory work.....	133
Students in other courses.....	140
Number enrolled 1900-1901.....	340
Number of volumes in libraries.....	3,500
Value of buildings, furniture, and grounds.....	\$52,500.00
Value of libraries.....	4,000.00
Value of apparatus.....	4,000.00
Charge per annum for tuition in regular courses	36.00
Average of total annual expenses per student.....	165.00
Number in last class graduated:	
Males	11
Females.....	3
Whole number of graduates since organization of institution.....	239

WESTERN NORMAL COLLEGE, SHENANDOAH.

J. M. HUSSEY, PRESIDENT.

The Western Normal College was established by the public enterprise of the citizens of Shenandoah, in 1882, with Prof. I. E. Wilson, of Bushnell, Illinois, as its first president. The institution was established as an independent normal school and at first had but few departments. Later presidents were L. M. Disney, Wm. M. Croan, and J. M. Hussey who presides over the work of the school at the present time, September, 1901. From year to year the school has grown and expanded solely from the patronage it has received and the revenue it has realized from this patronage.

In December, 1891, the old building and all its contents was destroyed by fire. Immediately a stock company was formed and more than \$35,000.00 at once subscribed for rebuilding this school which was reopened to the public in September, 1893, and has had a uniform prosperity and success since that date, attracting students in large numbers from Nebraska, Kansas, and Missouri, as well as Iowa. Other states also furnish some quota each term.

The year is forty-eight weeks, and divided into four ten weeks terms and one eight weeks term. A summer school is always held in connection with the summer term of eight weeks. The institutions present departments are the normal school with four courses, the college of letters and science with three courses, the preparatory school with two courses, the business institute with two courses, the shorthand college with three courses, the school of penmanship with two courses, the school of elocution and oratory with two courses, the conservatory of music with four courses, the college of law with one course, and the summer school with numerous short courses.

The institution has graduated in its literary departments 624 students and nearly that number in its business, shorthand, and other non-literary departments. Its attendance has numbered in the aggregate nearly 15,000.

The present officers of the board of trustees are A. S. Lake, president; R. W. Moore, vice-president; H. I. Foskett, secretary; R. B. Crose,

treasurer. The officers of the school are J. M. Hussey, president; T. W. Keenan, vice-president.

The institution controls one main building, a ladies' residence, and numerous cottages for roomers. The main building is heated with steam and lighted by electricity, and is finely appointed throughout. All material equipments including library, laboratory, apparatus of various kinds, and the entire furniture and furnishing of the building are first-class in every particular.

The institution is incorporated under the laws of Iowa, and exercises all the usual rights of conferring degrees, granting diplomas, etc., etc. Students pass no examination to enter, but are permitted to select their own studies and are admitted whenever they apply.

A STATISTICAL SUMMARY.

When established.....	1882
Number of professors.....	17
Number of other teachers.....	4
Students in college work.....	128
Students in preparatory work.....	75
Students in other courses.....	163
Number enrolled 1900-1901.....	783
Number of volumes in libraries.....	556
Value of buildings, furniture and grounds.....	\$50,000.00
Value of libraries.....	450.00
Value of apparatus (exclusive of pianos and typewriters).....	350.00
Charge per annum for tuition in regular courses.....	52.80
Room, and necessary incidental expenses per annum.....	125.00
Average of total annual expenses per student, \$175.00 to.....	200.00
Number in last classes graduated:	
Males.....	32
Females.....	44
Whole number of graduates since organization of institution.....	624

WESTERN UNION COLLEGE, LE MARS.

REV. HERMAN H. THOREN, PH. D., PRESIDENT.

Western Union College is located in Le Mars, Iowa, the county seat of Plymouth county, at the junction of the Illinois Central and the C., St. P., M. & O. railroads.

This is an institution of the United Evangelical Church, and is controlled by a board of trustees representing four annual conferences (ecclesiastical divisions), namely: The Des Moines, Northwestern, Platte River and Illinois. These conferences cover a territory extending into several states, namely: Iowa, Illinois, Wisconsin, Minnesota, North Dakota, South Dakota, Nebraska, Kansas, and Oklahoma Territory. Other conferences will soon join this enterprise. The Le Mars Normal School building, in

which Western Union College had intended to establish itself on September 12, 1900, was destroyed by fire on August 24, 1900. This necessitated the opening of the college in temporary quarters for the first year. During the summer of 1901 the present structure was erected on the site of the old one. The building is large and commodious, well equipped with modern improvements; heated by steam and lighted by electricity.

Rev. B. H. Niebel, Des Moines, Iowa, is the special financial agent of the college and who devotes his entire time toward securing an endowment fund sufficient for the maintenance of the college. The aim is \$100,000. The amount already raised (during 15 months) through his and other agencies, amounts to \$30,000. The interest of this amount or fund, is available for the maintenance of the college. The new building was erected by the Le Mars Normal School Association, with the generous aid of the citizens and people surrounding the city; and they will give a deed of the entire property to the college trustees after the college shall have run successfully for a period of ten years, maintaining a Normal Department during that time; or if at any time during the first ten years the college trustees shall make improvements by erecting new buildings, etc., at a total cost of \$10,000, then the property shall be transferred to the college trustees. It is expected that this will come to pass within a few years. Already plans for additional buildings and improvements upon the campus are spoken of.

The college campus contains seven acres of choice land, located in the southern part of the city, and is already well improved with shrubbery and trees. It is the most elevated situation within the city limits and this fact secures the best condition for health, and affords a delightful view overlooking the city and the Floyd Valley.

Aside from the above advantages, the city has a large and well furnished library, to which the college students have free access. However, the faculty of the college have already a movement on foot to secure a fund of several thousand dollars to be invested in a good library selected by themselves. By this means the college will soon acquire a good library which will be especially adapted to its wants.

Since the highest product of education is character, this end controls all methods of government in the college. Students are trusted and are put on their honor. The best ideas are constantly held out to them. It is the purpose of the school to teach politeness, dignity, manliness and womanliness among its students by precept and example, rather than by force and rigid discipline, thus maintaining a strict and firm government.

This institution maintains that the co-education of the sexes is a principle necessary to the best development of both the intellectual and social natures of young men and women. No safer, happier and more helpful method of culture can be found than by placing them together in a christian institution. Here they meet in the presence of their teachers, in the recitation room and in the chapel; they meet also at the lectures, entertainments, and other occasions under the supervision of the college.

Candidates for admission must be at least fifteen years of age, to give the development essential to the work required in the classes. They shall present themselves on the first day of the term.

When a student desires to get credit for studies pursued elsewhere, proper certificates of credit, duly attested, must be presented, stating the

subjects studied, the authors of the books, and the length of time spent on the respective branches. If the amount of work done is sufficient, he will be admitted to the Freshman class without examination. A list of accredited schools is kept on file, and is revised from year to year.

Western Union College is incorporated under the laws of the state of Iowa. She is entitled therefore, to grant degrees in all departments. The degree and diploma are granted upon the completion of the prescribed college course.

Records of all grades are carefully kept and preserved in the college for future reference.

This college purposes to maintain a high standard of excellency both as to scholarship and as to attainment in general work. The inquiry is, and will remain, not how many can we graduate, but how many, and who, are thoroughly prepared for graduation. To be thorough in every particular is the aim of the management for the sake of those who employ teachers from this college, and for the sake of the teachers themselves.

A STATISTICAL SUMMARY.

When established.....	1900
Number of professors.....	7
Number of other teachers.....	7
Students in college work.....	7
Students in preparatory work.....	42
Students in other courses.....	126
Number enrolled 1900-1901.....	175
Value of buildings, furniture and grounds.....	\$ 40,000.00
Amount of endowment, exclusive of buildings, etc..	30,000.00
Value of apparatus.....	230.00
Charge per annum for tuition in regular courses....	36.00
Room and necessary incidental expenses per annum	\$109.00 to 157.50
Average of total annual expenses per student \$145.00 to	193.50
Number in last class graduated:	
Males	3
Whole number of graduates since organization of institution	3

CHAPTER XIII.

THE NATIONAL CONGRESS OF MOTHERS.

THE NATIONAL CONGRESS OF MOTHERS.

The fourth convention of the National Congress of Mothers met in Des Moines, Iowa, on the evening of May 21, 1900. All the preceding conventions had been held in the city of Washington, and this new action was taken at the special invitation of the city of Des Moines.

The evening of May 21st was given over to the greetings of hospitality and friendly assurances of appreciation.

After music by the Iowa Band, the president Mrs. T. W. Birney, declared the convention open, after which prayer was offered by Rev. J. Everist Cathell, of Des Moines.

Ex-Governor Jackson welcomed the congress to the state of Iowa in the following words:

Members of the Mothers' Congress, Friends and Visitors:

In behalf of the people of Iowa it is my pleasurable duty to extend to you a most cordial and enthusiastic welcome. In selecting this as your meeting place you have come to a city and state whose people fully appreciate the great honor which you have thus conferred, and sympathize most deeply with the great objects of your organization. Had you consulted the earlier geographies of this country before deciding to fix this meeting in Des Moines, I am afraid we should have been deprived of the opportunity and pleasure of extending to you this cordial welcome, for how well we do remember the mortification and disgrace we felt when, as a school boy, with our open geography before us, we beheld in disgust that long, dark streak lying west of the Mississippi river, and across it the word "Iowa;" and coupled with it, as though a part of it, those ominous words: "The great American Desert." Standing in the brilliancy of the intelligence reflected from the earlier geographies, we extend to you an enthusiastic greeting, and welcome you fairly across the boundary line and into the very heart of the great American Desert.

The people of Iowa believe in homes and in motherhood. Their hearts and sympathies are with you in every effort made in the development of these mighty influences for the betterment of society and the upbuilding of a great people. Personally I feel highly honored to have been selected to extend to you the good will, hearty greetings and enthusiastic welcome of more than two and one-half millions of intelligent, patriotic, moral and contented people, for while we may differ on religious questions, sometimes quarrel and fight over politics, and are even known to hold opposite opinions

on the great questions of Aguinaldo and expansion, we are one people, a united people, in our respect, admiration, love and confidence of motherhood. You have come to a state whose territory extends nearly three hundred miles square, and covered by a network of steam railways of over 9,000 miles, a state whose love of God and country is unanimous, where poverty and squalor are nowhere, and prosperity is everywhere, a state that contributes over \$8,000,000 annually in support of its free public schools, being a larger percentage of its total income for this purpose than any other state in the Union.

You have come to a most wondrously rich and prosperous state. New York and Pennsylvania and Ohio have contributed over a quarter of a million of their native born to her citizenship. Add to this New England's contribution, and you have nearly half of the present population that are the native born and their immediate children, of these favored sections. They laid the foundation and erected the structure of this great commonwealth, polished by unity of effort this precious gem of a free republic, mounted it on a pinnacle so high that its reflecting rays have flashed for more than a half century an invitation to those of other countries and other lands to come where the adopted children are accepted on equal terms with the native born; and to-day two and one-half millions of American citizens bless the name of Iowa, and rest secure in the freedom and protection of her laws. No equal number of people on earth enjoy a more boundless prosperity or more of the luxuries and comforts of life. It is such a people and such a civilization that bids me extend to the Mothers' Congress their sympathy in your great work and to welcome you to their hearts and their firesides.

We have already heard of what is known as the "New Woman." We have already seen the mistakes she is making in thrusting aside the great work of wife and motherhood, and reducing it to a secondary place. We have already become acquainted with what is known as the "New Girl," and deplore her fatal mistake. It would seem that this popular fad is being educated in everything else except motherhood and the proper preparation for it. Everything that is theoretical, visionary and false, nothing that is practical, common sense and true. There is most surely a great work for the Mothers' Congress and for the American mother, a work that shall exalt wifehood and motherhood as far above the ambitious notoriety of the new woman and the twentieth century girl as the stars of heaven are above the sands of the shore.

We are informed that the annual income of the men of this nation over twenty-one years of age is something less than \$400 a year, that ninety per cent of the young men of our country are receiving a yearly income of less than \$300, and yet the new girl is being educated along the lines of a yearly expenditure of nearer \$3,000 a year. The result is to be what? Either a surrender of all high ideals, of a false sentiment and a mistaken education, ending in disappointment and sorrow, to finally assume the duties of wife and motherhood and thereby help to pile up the accumulated evidence that "marriage is a failure," or else that one other alternative is left for the up-to-date girl of to day to be the out of date girl of the future.

If there is any word in the language of people that is calculated to stir the soul of humanity with reverence, love, respect and affection, that word is "mother." Around it cluster the tenderest sentiments and the most sacred

memories; most intimately is it associated with the growth of human character. No influence is more potent in the development of men, and in guiding their future course of action. The force and influence of this one word has developed statesmen, philosophers and scholars. It has led armies to victory, revolutionized empires, developed continents, and guided onward the forces of civilization. It is associated with all that is modest, pure, self-sacrificing and gentle. It is beyond the blare of trumpets, the plaudits of the multitude, the gaudy display of notoriety. In its sweet simplicity it rests in contentment on that sublime principle that "virtue is its own reward."

We see a mighty railroad bridge spanning the great river. A train loaded with humanity creeps slowly across. See the carved and beautiful columns, the painted arches, the massive turrets. How the crowds applaud and admire its architectural beauty. A million human souls are carried in safety over this bridge every year. Come with me, look down at the great central pier. See down thirty feet below the surface of that black water. See imbedded in mortar, unadmired, unseen and unknown a granite boulder. On its giant form rests the safety of that mighty structure. So in life. It is the unseen, the unknown powers that sustain the great forces of the world. Surrounded by the desolation and gloom of Valley Forge, the character of Washington was revealed in all its strength and purity. Before the smoke of battle had lifted from the field of Gettysburg the great Lincoln had immortalized a character that shall live as the sanctified in our national history. In the whole life of Grant, from Galena to Mt. McGregor, he personified manhood and glorified it by his character. From the beginning to the end of our awful civil war, our flag floated over as brave an army as ever trod the face of earth. They had been rocked to sleep in the arms of patriotism. In their young lives they heard the sweet songs of liberty from the lips of a million mothers. They marched on to the fields of battle, on to the fields of death and glory, and thus it is that in every development of human life motherhood is the granite boulder supporting the broad and mighty highway of human progress.

Again, members of the Mothers' Congress, we welcome you with all our hearts to the capital city of Iowa.

CHAPTER XIV.

MANUAL TRAINING.

REPORT FROM WEST DES MOINES.

REPORT FROM COMMISSIONER OF LABOR.

MANUAL TRAINING.

The interest in manual training in public schools is growing. The one chief thing that prevents the rapid introduction of the subject into schools is the lack of suitable rooms.

The independent district of West Des Moines has for a number of years provided a course in manual training. By the courtesy of the board of directors and Supt. S. H. Sheakley, we are able to present in our report something of the work done.

Extract from Annual Report, 1901.

"One of the most signal signs of educational progress is the great interest manifested all over our country in the training of the hand to skill and usefulness. Very few people are found now who are ready to call manual training a 'fad.' Manual training is mental training through the hand and eye, and so has an assured place in any scheme of education. The extension of this work to the grades in our schools has proved the wisdom of the board in taking this forward step in the line of practical education. Attention is especially called to the outline of work in all grades as given by Mr. Newell in his report, which follows:

REPORT OF THE INSTRUCTOR IN MANUAL TRAINING.

MR. S. H. SHEAKLEY, *Superintendent of Schools, West Des Moines, Iowa:*

DEAR SIR,—In accordance with your request I send my third biennial report of the Manual Training and Mechanical Drawing Departments.

It gives me great pleasure to report that the interest which the people of West Des Moines take in manual training has considerably increased during the past two years. There has always been a demand for the work in the high school. It is only recently, however, that pupils from the grades have had a chance to elect manual training, and the large number who have taken the work during the past year shows conclusively that it is wanted in the grades. Classes of about twenty pupils from ten different buildings have had the benefit of the elementary manual training during the past year. We have worked under some inconvenience, as in some cases the pupils had to come a long distance, but on the whole the work has been very encouraging and satisfactory to me. Each class has had one lesson of an hour in length each week. The pupils have not been able to make a large number of articles in the limited time given them for the work, but each one has obtained some knowledge of mechanical drawing and considerable skill in the use of tools. The members of the classes have looked forward to their lessons in manual training with pleasure, and have shown intense interest

and much enthusiasm, consequently the work that they have done has been of a very excellent quality.

On account of the great distance of some of the buildings from the high school two new equipments for elementary manual training were purchased a year ago last fall, one being placed in the Crocker building and the other in the Washington school on the south side. The equipments were first class in every respect and cost about two hundred and seventy dollars each. Last year I gave a lesson in each of these buildings once a week, and the work done by the classes was very satisfactory.

Last fall the school board generously gave us three additional equipments for grammar grade work, and these were placed in the North High school, Elmwood and Lincoln buildings. The tools did not arrive until December, so work did not begin until after the holidays. One lesson of an hour in length has been given in each building every week. We formed two classes in each of these buildings. Others wished to take the work, but could not be accommodated on account of lack of time on the part of the teachers, who could give only afternoons to grade work. The plan of having equipments in the buildings where the pupils do their other work is far more satisfactory than that used first whereby the classes were sent to the high school for manual training. Much time must necessarily be lost in going long distances from building to building, and I have found that the pupils sometimes spent more than necessary. Pupils coming to the high school from other buildings are not so orderly and are more difficult to control than those who do work in their own school buildings. The order is excellent in all the buildings, not one pupil having been sent for disorder in any of the buildings so far this year. The order of those coming to the high school is not so good.

In the elementary manual training for the sixth, seventh and eighth grades, the pupils first make a drawing of an object from the model and a blue print, then use tools in making the article out of wood. The models are arranged as follows:

- | | |
|--|---------------------|
| 1. Use of try square, pencil, gauge and bit. For practice. | 10. Hammer handle. |
| 2. Use of cutting off saw and rip-saw. For practice. | 11. Hat rack. |
| 3. Flower stick. | 12. Towel roller. |
| 4. Planter. | 13. Hatchet handle. |
| 5. Tool rack. | 14. Nail box. |
| 6. Cutting board. | 15. Salad fork. |
| 7. Flower pot cross. | 16. Pen tray. |
| 8. Flower pot stand. | 17. Salad spoon. |
| 9. Coat hanger. | 18. Meat pounder. |
| | 19. Clock shelf. |
| | 20. Sugar scoop. |

The pupils who are taking the elementary manual training work are in most cases boys from the seventh and eighth grades.

The courses arranged for high school pupils have been considerably improved during the past two years, but no radical changes have been made.

Manual training has always been an elective study. It may be chosen at any time during the four years, but is usually taken during the first two years of the course.

The work is arranged as follows:

Mechanical drawing, 45 minutes per day.—This course consists in the use of instruments in making simple geometric and working drawings; the study of the orthographic projection, and practice in making drawings showing the intersection and development of the surfaces of objects. The pupils are taught to make simple letters and figures, and a title plate in which several styles of letters are used is also required.

Wood joinery, 45 minutes per day.—The chief object of this course is to teach the correct use of the tools that are commonly used in carpentry and joinery. The first part of the work consists of a number of exercises which are given simply for practice so that the pupils may obtain some skill in the use of the try square, gauge, bit, saw and chisel. The method of using a plane is then explained, and the students are required to make a number of joints. The latter part of the course consists in making a number of constructed articles. These objects are made of several parts, and are all useful articles which can be used about a home.

Mechanical drawing, 45 minutes per day.—The work in this course includes the drawing of screws, machines, gearing, etc., and the study of shades and shadows, also isometric and oblique projection. Some work in the line of tracing and blue print making is also done. Water colors are used in tinting several of the drawings.

Wood carving, forty-five minutes per day during first three months; use of veiner and parting tool in making straight and curved lines; outline carving; chip carving; relief carving.

Wood turning, forty-five minutes per day for six months (follows carving).—The work consists of: Center turning and the correct use of the common turning tools; inside and outside turning on the face plates, and making spheres, goblets, towel rings, napkin rings, plates, boxes, etc.; constructing articles from designs, as stools and stands; the use of wood filler, oil, stain, shellac and varnish in finishing and polishing wood; inlaying on the face plate; exercises in gluing and turning of glued pieces, and the study of the strength and uses of different kinds of wood.

Mechanical drawing, 45 minutes per day.—This course consists of the drawing of bevel gearing, and the study of perspective which includes the representation of objects in parallel and oblique perspective, and the study of shades, shadows and the intersection of surfaces. Some time in the latter part of the course is given to architectural perspective and the use of water colors.

The manual training requires very little or no time outside of school hours, but the pupils are required to go to the teacher twice each day, once for drawing and once for wood work. The courses in drawing and wood work are entirely independent of each other and pupils may elect one without taking the other.

All of the great educators of the present day are in favor of manual training in the public schools. They recognize that there is a close relation between thinking and action or execution, consequently the brain, hand and eye must be taught to work in harmony.

The most enthusiastic praise of manual training that I have ever heard has come from the parents of pupils who have taken the work. They say

that their children besides learning many practical and useful things, become more independent, orderly, self-reliant, industrious and useful.

No attempt to teach any particular trade is made in the manual training school, but the correct use of carpenters' tools, carving tools, turning tools, etc., is taught, and enough information is given so that pupils could easily take up a trade after leaving school. The work is educational in character, rather than technical, consequently it deserves a place in the public schools as a branch of education.

Manual training does much to broaden the intelligence and make better citizens; it creates a love for labor, and a respect for rough, honest hard work; it does much to develop independence and self-reliance; it teaches that habits of neatness, exactness and order are necessary; it quickly trains the eye to appreciate form and size; it gives a general dexterity to the fingers and hand and develops the sense of touch; it forms habits of attention, industry, perseverance and patience, and teaches that the execution of exact work is very essential.

The annual exhibitions which have occurred near the close of each school year have been very successful, and large crowds of people have shown their interest in the work by visiting the manual training department to see the pupils at work and the articles which they have made.

The number of pupils taking manual training has largely increased during the past year, the total enrollment reaching 400, including both elementary and high school students.

My work has been so arranged that each morning is given to high school classes and afternoons to the elementary classes from the grades.

The percentage of pupils who go through the grades and enter the high school is not very large and as elementary manual training gives a very practical drill in arithmetic, it is of very great importance as a training for the mind, and also gives much useful information which will be of great benefit to persons who will some day enter a world of great industrial strife.

The complete outline for manual training which I would suggest for the grades is given below. Much of the work is already being done, and the remainder will prove suggestive if the superintendent and school board wish to extend the work through all the grades. The expense for equipment for primary work as I have outlined it would be very small.

FIRST GRADE.

Clay modeling. Cube, cylinder, prism, fruit and vegetables made of clay with fingers. (The aim being to represent objects and they need not be of any particular size.)

Paper folding and cutting. Simple useful articles may be made and some colored.

Weaving and sewing. A few simple stitches may be taught in making simple useful articles out of burlap, canvas or similar material. Weaving of small mat of carpet warp, twine or yarn and making small rug of carpet rags on small loom.

Raffia braiding and weaving into baskets or mats.

SECOND GRADE.

Clay modeling. Cone pyramid, ellipsoid, also leaves, fruit and vegetables based on the forms named. Fingers used.

Paper folding and cutting continued.

Sewing continued.

Weaving of raffia into mats, baskets and other useful articles continued.

THIRD GRADE.

Clay modeling. Objects made of more exact size using modeling tools. Simple motives and historic ornament made in bas-relief.

Paper and cardboard. Useful objects and geometrical figures made in more exact size by use of rule.

Sewing continued.

Weaving of baskets with splints and raffia.

FOURTH GRADE.

Card board. Objects made of card board using rule, pencil, compasses and scissors. The pattern to be drawn and objects cut to lines.

Iron work. Ornamental and useful objects made of heavy, soft sheet iron cut into narrow strips. Objects made from models and drawings by use of pliers.

Sewing.

FIFTH GRADE.

Basket weaving from reeds, willow or similar material.

Wood work. Articles made of thin wood by use of rule, pencil, compass, knife and fret saw. Smoothed with file and sand paper.

Mechanical drawings of all models.

Sewing.

SIXTH GRADE.

For boys (and girls one-half time), at work bench in shop.

Wood work. Articles made of thin wood using plane in addition to other tools.

Thicker wood used for models late in year. Accurate mechanical drawings of all objects.

SEVENTH GRADE.

For girls. Sewing (one-half time given to wood work.)

For boys. Thick wood Sloyd. (Shop.)

For girls. Sewing.

For boys. Sloyd continued in shop.

For girls. Sewing.

Much of the detail work and part of the teaching has been done by my efficient and faithful assistant, Mr. Herbert Sayre, who has proved himself to be valuable to the department in many ways.

In conclusion I desire to express my thanks to the principal of the high school, the superintendent of schools, and the board of directors for their kindness, business-like consideration, wise counsel and hearty co-operation.

Respectfully submitted,

A. C. NEWELL, *Instructor.*

Drawing as taught in our schools accompanies manual training, and really forms a basis for much of it. This is especially true of the paper cutting, pattern making, and stained glass window work introduced into our schools by Miss Chapman. Much

original designing of wall paper, rugs, table linen and book covers has been done in the past two years, thus giving a very practical trend to the subject.

EXTRACT FROM THE NINTH BIENNIAL REPORT OF THE COMMISSIONER OF LABOR STATISTICS.

The Commissioner of Labor statistics is by law required to include in his biennial report what progress has been made with schools now in operation for the instruction of students in the mechanic arts, and what systems have been found the most practical.

In compliance with the law the commissioner submitted the following letter to the city superintendents of Iowa:

"Will you kindly inform this bureau what measures have been taken to establish manual training in your schools and any other information relating to the progress of your work that you would deem to be of public interest, and of value for our report?"

By the courtesy of Mr. C. F. Wennerstrum, the commissioner, we are permitted to take from his biennial report the following replies submitted from the superintendents of city schools:

APPANOOSE COUNTY—CENTERVILLE.

Centerville has never had such instruction in her schools. I have recommended its introduction to the board as soon as their financial interests will allow. Experimental work in the sciences is much improved; a laboratory for such work provided recently and we expect to introduce drawing during the present year, after holidays. These steps prepare the way for manual training.

BLACK HAWK COUNTY—EAST WATERLOO.

In our school we teach mechanical drawing, but not manual training. Investigations are being made as to the feasibility of introducing manual training, since we have a room that could be utilized for that purpose. We would be pleased to receive any literature that would give us information in this line.

WEST WATERLOO.

We have taken no steps toward establishing a manual training department in our schools. Have not the room until we can have an additional building.

BOONE COUNTY—BOONE.

We do not have manual training, I am sorry to say.

BUCHANAN COUNTY—INDEPENDENCE.

So far nothing has been done in the way of manual training in our public

schools. Of course we are continually trying to make our school work more and more practical.

BUENA VISTA COUNTY—STORM LAKE.

We have no manual training, but drawing and laboratory and field work in sciences.

CERRO GORDO COUNTY—MASON CITY.

Our manual training department has been in operation for eight years.

We teach carpentry, wood-turning, mechanical and architectural drawing to pupils in grades seven to twelve. The most at present is confined to boys, and is optional with them.

We enroll about 150 boys, who do from one-half to one hour's work each day.

The boys are very fond of the work, and they show the results in their other work, especially in mathematical studies. They rapidly develop in painstaking accuracy, independent action; foresight, courage, quick observation, intense interest and all the qualities of manhood.

Each boy progresses as fast as he can develop the proper skill. This is a strong incentive to ambitious boys. Only one exercise of a kind is made, so that there is nothing to depreciate the value of the work as an educational means. The shop and the factory teach nothing, because one thing is constantly repeated. The manual training school is strictly a school for constant progress and growth.

CHEROKEE COUNTY—CHEROKEE.

Our schools have taken no steps toward manual training.

CLINTON COUNTY—CLINTON.

Nothing has been done as yet to establish manual training here, but there is a strong sentiment in favor of it.

DELAWARE COUNTY—MANCHESTER.

No measures have been taken to establish manual training in our schools. At present we are not prepared for it, so far as room is concerned.

DES MOINES COUNTY—BURLINGTON.

We have no manual training in our city schools. The expense of introduction and support is the principal cause.

DUBUQUE COUNTY—DUBUQUE.

We have not yet introduced manual training. We have discussed it several times and the general opinion is that it will find its way into our schools in the near future. We are doing some work in drawing with this end in view.

FLOYD COUNTY—CHARLES CITY.

We do not have manual training in our schools, although I should be pleased to have it.

GUTHRIE COUNTY—STUART.

We have no manual training department in our public schools.

HAMILTON COUNTY—WEBSTER CITY.

Nothing is done in these schools toward teaching the mechanic arts.

HARDIN COUNTY—ELDORA.

We have no manual training except such as comes incidentally in the primary grades in paper folding, weaving of forms in mats of paper, etc., and such normal training as is of necessity involved in learning to write and draw. In the upper grades we get some work of this nature in physics, botany and geometry. I enclose herewith our course of study, which I trust will answer all questions outside of normal training branches. I shall be glad to do anything I can to further this movement.

HARRISON COUNTY—MISSOURI VALLEY.

We have no facilities for shop work of any kind; but we are emphasizing more each year the many school occupations that involve hand work and that bring into play the constructive faculties. Thus, we have drawing, clay modeling, paper cutting, stick laying, writing, some sewing in primary grades, a bit of whittling, and much measuring, handling and comparing of objects. To these we are adding a little work in water colors.

Most of our pupils are familiar with many phases of railroad construction and operation. The railroad machine shops here are quite extensive, and nearly all our families are represented among the laborers there or in some other form of railroad service. Many of our boys go to the shops to work as soon as they are old enough.

I am satisfied that the introduction of bench work for boys and girls and sewing, cooking, and other forms of domestic art for others, would strengthen our educational work and make it of far greater worth to many of our people. That is, I believe we would get better intellectual and moral results in many cases through a larger dependence upon manual activities. The cost of introducing and maintaining such courses is all that postpones it here.

JASPER COUNTY—NEWTON.

Manual training is not undertaken in the Newton schools.

JOHNSON COUNTY—IOWA CITY.

We have a manual training department in the Iowa City schools. Pupils from the fifth to twelfth grades take the work. There are 350 pupils now carrying this work. Both boys and girls are admitted to the classes. The work has proven very helpful and stimulating to the children.

KOSSUTH COUNTY—ALGONA.

We have regular manual training. We have drawing in all grades and much sense training in the primary departments.

LEE COUNTY—FORT MADISON.

Nothing along the line suggested has been undertaken.

LEE COUNTY—KEOKUK.

We have made just a beginning for the work this year. The introduction of card board construction in the third year.

LYON COUNTY—ROCK RAPIDS.

No measures have been taken looking forward to the introduction of manual training in our schools.

MAHASKA COUNTY—OSKALOOSA.

The only manual training connected with our schools is under the direction of a committee of ladies who meet once a week with about one hundred children to give them instruction in sewing. The school board purchases material and the ladies do the work gratuitously. The pupils are nearly all girls.

MARSHALL COUNTY—MARSHALLTOWN.

We are doing nothing along the line of manual training at present.

MILLS COUNTY—GLENWOOD.

STATE INSTITUTION.

This institution has for many years included manual training as a part of the education of the inmates under its care. The equipment for such training now includes, for the boys, brickmaking, farming, gardening, mattress making, shoe making and cobbling, carpentry and wood turning, type setting and printing, and bread baking.

For the girls, dress making, plain sewing, laundering (ironing), cooking, general domestic work, and type setting.

It should be borne in mind, however, that very few inmates of the institution become proficient in any handicraft and that practically none become self supporting in the ordinary use of the term, and that all require intelligent supervision and direction during their labor. Their capabilities are in every case limited and fall short of the normal

The following are the statistics of the various occupations at which the children have been engaged for the year ending June 30, 1900.

(NOTE.—All products of the various industries are used in the economy of the institution.)

BRICK MAKING.

Number boys instructed.....	30
Product (common slap brick).....	395,000

FARMING AND GARDENING.

Number boys instructed.....	33
Number of acres	400
Products, total value.....	\$13,418.14

MATTRESS MAKING.

Number boys instructed	3
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SHOE MAKING AND COBBLING.

Number boys instructed	5
Products: New shoes made, pairs.....	21
Old shoes repaired	2,607

CARPENTRY AND WOOD TURNING.

Number boys instructed	24
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TYPE SETTING AND PRINTING.

Number boys instructed.....	2
Number girls instructed.....	2

BREAD BAKING.

Number boys instructed.....	2
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PLAIN SEWING, HAND.

Number girls instructed.....	50
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DRESSMAKING.

Number girls instructed.....	2
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LAUNDRY WORK, IRONING.

Number girls instructed.....	30
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COOKING.

Number instructed.....	8
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DOMESTIC WORK.

Number girls instructed.....	50
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MONTGOMERY COUNTY—RED OAK.

Nothing beyond writing and drawing. Nothing has been done in manual training.

MUSCATINE COUNTY.

We have rooms in our new high school building suitable for manual training, but up to the present almost nothing has been done to start the work. A bench and one set of tools is all we have and there is no regular systematic work done with these. At this time there does not seem any immediate prospect of organized work. I am heartily in favor of some elementary instruction and practice in manual training.

O'BRIEN COUNTY—SHELDON, IOWA.

I will say that we have no manual training in our schools except in connection with our kindergarten department.

PAGE COUNTY—CLARINDA.

So far nothing has been done in regard to establishing manual training in our schools.

PAGE COUNTY—SHENANDOAH.

We have recently introduced drawing in our schools and have a drawing teacher. Under the direction of the superintendent teachers occasionally make exhibits of manual work done by the pupils, including drawings, paper cuttings, modeling, whittling, sewing, cooking, and other manual work. No instruction is given, simply encouragement is given to manual training.

POLK COUNTY—DES MOINES.

CAPITAL PARK PUBLIC SCHOOLS.

As yet no steps have been taken to establish manual training in any of our schools.

POLK COUNTY—EAST DES MOINES SCHOOLS.

Manual training has not been established in these schools. Aside from the regular work the only hand work the pupils in these schools enjoy are free hand drawing and scissors cutting.

POLK COUNTY—WEST DES MOINES SCHOOLS.

In reply to yours of November 16th, manual training has been an integral part of the curriculum of the West Des Moines high school for six or eight years. We have there apparatus and machinery which have cost the district about four thousand dollars (\$4,000), and which is considered a complete manual training plant, for all wood work, including turning and wood carving. Since September, 1899, there have been placed in the grammar schools five complete outfits for Sloyd or elementary manual training work. Schools thus equipped are as follows:

Washington school, Crocker school, North High school, Lincoln school and Elmwood school. Pupils in the sixth, seventh and eighth grades are allowed the privilege of taking this training. Those who desire to take manual training in the schools which have not yet been fitted with benches and tools are permitted to go to the high school once a week. No one is compelled to do the manual training work; it is entirely a matter of election. We have, however, a larger number of applicants to do the work than can be accommodated by our present facilities.

POWESHIEK COUNTY—GRINNELL.

We have no work in manual training, but are agitating the question.

SAC COUNTY—ODEBOLT.

In reply am sorry to say we are doing nothing here in manual training.

SCOTT COUNTY—DAVENPORT.

A cooking school was established for girls of our ninth grade and high school in 1888, and a manual training school for boys of the same grades in 1889. Both schools have continued to the present time with increasing popularity and success. Membership in either school is entirely optional. In the cooking school nearly all the girls of the ninth grade and sixty-four per cent of the girls of the high school took the lessons last year. In the manual training school the percentage of ninth grade boys in attendance was seventy-four, and of the high school boys, sixty-five. The length of the course in each school is four years. Upon the completion each pupil is given a diploma in certification thereof.

The course in cooking embraces all kinds of kitchen work and dining room serving. Theory receives attention as well as practice.

The following is an abstract of the course in manual training:

First Year—Course in Sloyd, with working drawings of all exercises.

Second Year—Geometrical problems, projections, working drawings, machine drawings (parts), bench work and turning.

Third Year—Isometric drawing, geometry, curves, cams, gears, carving, bench work and turning.

Fourth Year—Architectural drawing, linear perspective, pattern making, molding, color.

The course in drawing in the grades below the ninth is such as to require a good deal of hand construction work. We expect to add more of Sloyd work in these grades soon.

TAYLOR COUNTY—BEDFORD.

No steps have as yet been taken preparatory to its introduction into our schools.

The only study we have that is related to it intimately is drawing.

I shall be glad when I can do something in the direction of manual training.

UNION COUNTY—CRESTON.

No measures have been taken in this city to establish manual training in the public schools. The nearest approach to manual training is in our kindergarten department. We have three kindergarten schools under the public school system. Interest is taken by our board and many of our citizens in the subject of manual training, and we are hopeful of establishing it, in some form, in the near future.

WAPELLO COUNTY—OTTUMWA.

The matter is being agitated, but nothing has been done.

WEBSTER COUNTY—FORT DODGE.

Nothing done in this line.

WOODBURY COUNTY—SIOUX CITY.

I have but little to report, as to what has been accomplished, but much that I might report as to what we hope will be accomplished in this direction.

Over eight years ago, it was my privilege and pleasure to make the following brief recommendation to our Board of Education:

Manual training in the form of drawing, paper cutting and pasting, clay modeling, carving, etc., has formed a part of our school course, and produced such excellent results, that we heartily recommend the extension of this line of work.

While there is a difference of opinion among leading educators as to the real value of that part of manual training, which has sometimes been termed "shop work," the sentiment is rapidly growing in its favor. The opposition to it has largely grown out of a misconception of its chief aim. Manual training is not primarily introduced into the public schools for the purpose of developing skilled mechanics, but for the helpful, symmetrical development of the pupil's powers.

The training of the muscles in this shaping and fashioning of the wood and iron, exercises a helpful, stimulating influence upon the mental and moral powers. The struggle with stubborn matter develops and toughens muscular fiber. This contact with material forces generally develops a firmer mental grip, fosters stronger tenacity of purpose and tends to produce a sturdier character.

I would therefore recommend that manual training be made a part of our high school course just as soon as our magnificent high school building is completed, and room can be made for the necessary tools and machinery.

The financial depression which followed, prevented the carrying out of those suggestions, as was intended. We are still without the machinery

because of the expense, but are hoping to secure it ere long. There is no question but that active boys and girls, who now drift out of our schools because little opportunity is afforded for manual training, would, under such hand training, remain a longer time in our schools, and become more useful citizens.

WRIGHT COUNTY—EAGLE GROVE.

We are simply teaching the girls to darn and sew.

CHAPTER XV.

MISCELLANEOUS.

MEDICAL INSPECTION OF SCHOOLS.

NECROLOGY.

MEDICAL INSPECTION OF SCHOOLS.

THE SUBJOINED IS A BRIEF REPORT OF THE COMMITTEE ON
SCHOOL HYGIENE

READ AT THE MEETING OF THE AMERICAN PUBLIC HEALTH ASSOCIA-
TION HELD IN THE CITY OF BUFFALO, N. Y.,

SEPTEMBER, 16-21, 1901,

BY

J. C. SHRADER, M. D., IOWA CITY, IOWA,

EX-VICE-PRESIDENT AND MEMBER OF EXECUTIVE COMMITTEE.

REPORT OF THE COMMITTEE ON SCHOOL HYGIENE.

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BY DR. HENRY MITCHELL.

In recognition of the value of the work already accomplished in several of the leading cities of the United States in tracing out sources of infection among the pupils of public schools, the American Public Health Association at the annual meeting held in Indianapolis in September, 1900, created a Committee on School Hygiene, with the purpose of securing the presentation, from year to year, of reports showing: (1) The progress made in the application of means designed for the early detection of cases of communicable diseases among public school children. (2) For recording their physical development, and (3) For the improvement of sanitary conditions on school premises. They have limited their inquiries for this year to the medical inspection of schools. To gain the desired information a circular letter was sent to all the principal health boards in the United States, Canada and Mexico, as follows: Dear Sir: Will you have the kindness to report to the Committee on School Hygiene of the A. P. H. A. to what extent medical inspection of schools has progressed in your city? First: Have medical inspectors of schools been appointed? Second: If so, please state the number of inspectors employed, and send to us copies of the regulations or ordinances, under which the work has been carried on. Third: Kindly refer us to any reports, or papers which have been published, showing the results thus far reached in conducting the work.

To these, 154 replies have been received, and in order to show the interest in this subject, and the growing necessity for its adoption and enforcement, a few of these many replies are given.

Province of Ontario, Canada.—In a number of instances examination of school children, and the following to their homes of absentees from school, has been practiced in order to obtain exact information of cases of real, or suspected disease, in school children. The results have been remarkably successful, as when carried out thoroughly, outbreaks have been again and again suppressed within the shortest possible time. The work will grow as municipalities realize that it is at once effective, and, in the end, economical.

New Haven.—F. H. Beede, superintendent of schools, states that the medical inspection of the public schools "was introduced February 1, 1901. At that time five young and reputable physicians volunteered their services as medical inspectors of the schools. The city was divided into districts, and each inspector placed in charge of a district. Each morning, after the opening exercises, it is the duty of each school principal to find out whether there are any cases of sickness which needed the attention of the medical inspector. If there are, notice is sent to the office of the inspector, and he immediately visits the building. The inspector is not allowed to prescribe in any case, but, if he thinks best, he sends word to the parents advising that the family physician be consulted. It is probable that we shall make exception in this matter, allowing a general prescription for pediculosis. Thus far, the work of the inspectors has been of much value, and I hope it will not be discontinued. It is probable that next year, or later, the city will make an appropriation for this work. I do not know how many cases have been investigated by the inspectors, but I do know that a good many children have been in school who, in the judgment of the inspectors, should not have been there, and have been sent home. A good many cases of pediculosis, ringworm, pinkeye and scalp disease, have been found and acted upon by the inspectors. The result is that a more wholesome spirit is beginning to prevail as far as the matter of personal health and cleanliness is concerned among the school children."

Chicago.—Following is an extract from the annual report of W. L. Bodine, superintendent of compulsory education, 1900:

In January, 1900, fifty medical inspectors of schools were assigned to work under the jurisdiction of this department and technical direction of the department of health. From January 8 to April 15, 1900, the result of their work in protecting the health of their pupils at the various schools was as follows:

Total number of examinations.....	76,805
Contagious diseases detected and excluded.....	4,539

The emergency corps of inspectors on duty from April 17 to June 1, 1900, conducted sixty additional examinations, and excluded thirty-five children from school for cause.

Out of 76,805 examinations, only one lawsuit was instituted against the board of education, and in that instance, Judge Ball of the superior court decided that the medical inspection of schools was constitutional, and the rights of principals and medical inspectors to exclude pupils for cause were upheld. The case was never appealed.

Medical inspection has proved a great safeguard for the health of the children in the Chicago public schools. The service has been handicapped by a limited number of inspectors and an inadequate appropriation to increase the force. By increasing the force the service could be improved,

as the inspectors now have too many schools to look after in their sub-districts. Credit is due medical inspectors of schools for their diligence to duty, for their diplomacy and general proficiency. This report demonstrates that their services have materially reduced the prevalence of diphtheria, scarlet fever, and kindred diseases of childhood in the public schools.

I would respectfully suggest that the health of pupils could be further protected if sanitary inspectors were appointed to regularly visit school-houses and inspect the sanitary condition of buildings. In some of the rented quarters, particularly where the ventilation and general sanitary condition is bad, a system of vigilant inspection is necessary if the board of education desires to make the protection of health complete.

Boston.—Boston has the honor of being the first municipality in the United States to establish medical inspection of schools, which was begun under the direction of the city board of health, in November, 1894. From the annual report of Edwin P. Seaver, superintendent of public schools of Boston for the year 1900, the following is taken:

For five and a half years past our schools have received the benefit of regular daily medical inspection. Competent physicians appointed by the board of health visit all the schools soon after the opening of the morning session each day. Every class teacher reports to the principal, early in the session, on the condition of the children in the class. If any of them be ailing in any way the inspector's attention is called to them. He examines them. If a child is found to be ill, but without manifesting any symptoms of an infectious disease, the teacher is advised to send the child home, with a message written or oral, as may seem best, stating what the trouble may be, and suggesting, if medical care seems needed, that the family physician be called. The inspector does not declare his diagnosis of the case, nor give professional advice as to its treatment. To do so would be to encroach on the province of the family physician, a thing which the inspectors are particularly required to refrain from doing. The great advantages arising from these visits to the schools is the early discovery of symptoms of infectious diseases among the children. Such early discovery, and the prompt measures thereupon taken, have resulted in putting a stop to epidemics that could easily become, through neglect, widespread and disastrous.

Many of the replies sent from localities where no steps have yet been taken to establish medical inspection of schools, indicate nevertheless, that active interest is taken in the subject, and in numerous instances assurances have been given that efforts will be made to put the system in operation at an early day. A careful analysis of the correspondence shows that there is a wide spread interest in the work which has been already done, and it seems to be a safe prediction that in the course of one or two years a considerable number of the more progressive communities throughout the country will have adopted some method for the early detection of disease among children who attend the public schools.

The considerations which influence public opinion on the subject, and the arguments brought forward to sustain the views advanced in its favor, may be briefly stated as follows: The state, by statute, requires school attendance at an age when the individual is peculiarly prone to fall a victim to the diseases which prevail in all groups of young people, and in assuming the control and custody of the child during five hours each day, the state

becomes morally responsible for the protection of the health of the pupil during that period, and it is wholly indefensible that public schools shall be conducted in buildings which are insufficiently ventilated, lighted and warmed. It is equally indefensible to bring children together by lawful authority, without using every reasonable endeavor to weed out and exclude infectious individuals. The justification which warrants the state in the enforcement of the requirement compelling all children to obtain an education is purely economic in its principles, and on the same basis it is quite as reasonable for the state to require that all citizens shall avoid premature death, and in fact this logical claim to the benefits which attend the normal duration of the life of the individual has long been demanded by civilized governments the world over. Thus the laws of many countries make suicide a crime, and on this ground laws are made to secure hygienic conditions on private premises. The value of the citizen to the commonwealth, and the gain if he shall live out his natural expectation, is understood and admitted by all statesmen. How thoughtless then, has been our course heretofore in admitting to intimate associations the sick and the well in one unrestricted group in the public schools; and it is high time that measures should be taken to stop the needless slaughter.

Every observing man knows that the astonishing diminution in the mortality of infants which has occurred during the past ten years, has been almost solely due to a better understanding on the part of mothers and nurses of the value of pasteurization of milk; and medical inspection of schools promises to accomplish results almost as valuable in preventing the spread of diphtheria and scarlet fever, as the proper care of milk has rendered in eradicating infantile diarrhoea.

It has been observed, first, by a distinguished English sanitarian, that communicable diseases prevail to a less degree during vacation periods than during the school year; and this significant fact supports the view previously advocated concerning the advantages which will attend the daily inspection of all school pupils suspected by the teacher to be ill.

It should be a source of humiliation to any capable sanitary officer, or school officer, to find himself so insufficiently supported by his official associates, that he is unable to apply to the school building under his control the recognized methods of purification and cleansing during outbreaks of the dangerous communicable diseases, and thus render the building and everything within it, free from infection and entirely safe for the admission of all uninfected pupils.

Daily inspection of the pupils by a competent medical officer, and the instant exclusion of pupils, teachers and janitors found to be infected, will permit and fully warrant uninterrupted continuance of the school work.

In Memoriam

“To die is landing on some silent shore
Where billows never break nor tempests roar
Ere well we feel the friendly stroke, 'tis o'er.”

Parvin

Wernli

Dofflemper

Merrill

Chantry

Deban

Lenocker

Elliott

Hestlerode

Nichener

Dye

Hamilton

Kleinsorge

THEODORE SUTTON PARVIN

was born at Cedarville, Cumberland county, New Jersey, January 15, 1817, and died at Cedar Rapids, Iowa, June 28, 1901. He graduated from Cincinnati and Woodward colleges, and in 1838 received from Gen. Robert Lucas, the first governor of the territory of Iowa, an appointment as his private secretary. He served as territorial librarian by appointment of Governor Lucas, and in 1839 was appointed district attorney for the middle district of Iowa. He was elected secretary of the territorial council in 1840. For a period of ten years, beginning in 1847, he was clerk of the United States district court, and for a time he also served as county judge. In 1857-8 he was register of the state land office. From 1860 to 1870 he was professor of the natural sciences in the Iowa State University, serving at the same time as secretary of the Iowa Historical Society during the years 1864-5-6. He served as grand master of the Masonic order in 1852, and for more than half a century served as grand secretary of the same. Because of his timely and persistent efforts the headquarters of the order were established at Cedar Rapids in 1885. He wrote a history of the "Newspaper Press of Iowa," from 1836 to 1846; "Masonry in Iowa," "History of Templary in the United States," and of "Early Schools and Teachers in Iowa," 1830 to 1860.

He was always deeply interested in educational affairs, and often participated in the proceedings of the Iowa State Teachers' Association, of which he was president at the session held at Keokuk in 1868.

Of him it has been written: "He perpetuated his youth by his interest in the young people, and in their affairs and happiness. He was a man of simple piety and Christian faith, and a man who associated reverence with his wisdom. He was a man who loved to worship in the sanctuary, and in his earlier days was useful in many capacities in the church. He was content to deny himself the gratification of personal aggrandizement, and for years to come being dead he will yet speak."

JACOB WERNLI.

Jacob Wernli was born in Thalheim, Canton Argau, Switzerland, July 12, 1828, and died at Le Mars, Iowa, July 22, 1901. He graduated with high honors from the normal school in his native land in 1850, and for several years served as principal of schools in the vicinity of his home. He came to the United States in 1855 and, with his young wife, settled at Oshkosh, Wisconsin. In 1859 he commenced teaching a common school and taught until 1861 when he was elected county superintendent of schools in Waupaca county, and re-elected in 1863. In 1864 he was called to the

principalship of the second ward schools of Milwaukee, and two years later was elected assistant principal of the normal school at Platteville. This latter position he resigned on account of poor health in 1868. After a short rest he took charge of the Northwestern German-English normal school at Galena, Illinois, which position he held until 1873, when he resigned. In 1875 he came to Iowa, locating at Le Mars, where he served as principal of the schools for two years. He was elected county superintendent of Plymouth county in 1881, and re-elected in 1883, and resigned in 1885. He founded at Le Mars the Northwestern Normal and Business College in 1887. In 1893 he was again elected county superintendent and re-elected in 1895. As a normal institute conductor Professor Wernli was, perhaps, most widely known, and by him thousands of teachers were inspired to higher aims and better methods. In a high degree he was a teacher of teachers. "The name of Jacob Wernli is, and will be forever, indissolubly connected with the cause of education, and the advancement of learning in the great Northwest, of which he was one of the pioneers."

JOSEPH J. DOFFLEMYER.

Joseph J. Dofflemyer was born at Bonaparte, Iowa, April 12, 1859, and died at Webster City, June 25, 1901. In his youth he attended Howe's Academy, often walking five miles each way. His college course was taken at Iowa Wesleyan University, at Mt. Pleasant, from which institution he received the degree of Master of Science. He began teaching at the age of sixteen years. In succession he taught three years at Birmingham, two years at Farmington, seven years as principal of a ward school at Keokuk, and for ten years served as superintendent of the public schools at Marion. At the time of his death he was looking forward with much pleasure to the work at Boone, where he had been elected superintendent of the city schools but a few weeks previous.

He was married June 27, 1880, to Miss Mary Pitkin, who with two children survive him. While an active participant in all the educational associations of the state, he was also deeply interested in the right religious training of the young; he frequently served as superintendent of the Sunday school of the Methodist Episcopal church, of which he was a member and officer, and at one time served as district president of the Epworth League. He belonged to the Knights of Pythias, and by his devotion to the principles of the order, he contributed much to the success of the local lodge. "The record of noble deeds and successful achievements remains with us as a precious memory, an inspiration to cultivate the best that is in us, and extend a helping hand to others, while opportunity offers."

JACOB T. MERRILL.

Jacob T. Merrill was born in 1839, at Granville, Ohio, and died at Ligonier, Indiana, June 22, 1901. By his own efforts he worked his way through Otterbein University, and graduated with honors. Soon after graduation he began teaching in Illinois, but after a short experience enlisted for service in

the civil war. For twenty-five years he served as teacher or superintendent of the public schools of Lafayette, Indiana, and from 1890 to 1900 was superintendent of the public schools of Cedar Rapids. During these years he was an active participant in district and state associations. He took the most active interest in school architecture and sanitation, and the large number of modern school buildings in Cedar Rapids is due to his efforts.

Superintendent Merrill was married in 1866 to Miss Gertrude Denming, who died in 1891. Two children were born to them, Theodore and Anna, both of whom survive him. He was an honored member of the National Educational Association, of El Kahir Temple, Nobles of the Mystic Shrine, and of Cedar Rapids Lodge No. 251, B. P. O. E. He was a Presbyterian in faith. The board of directors of Cedar Rapids well said: "The work of Professor Merrill as an educator is done and his record is made, but his influence will continue in the lives of his pupils and teachers for years to come."

A. B. CHANTRY.

A. B. Chantry was born in Guthrie county, April 30, 1867, and died at Greenfield, Iowa, January 28, 1901. He received a common school education, and afterward pursued his studies in Panora high school, Dexter normal school, and a commercial college, and at the state university of Iowa. After teaching for several years in the common schools, he was elected principal of the public schools of Orient in 1894. In this position he served acceptably until elected to the office of county superintendent of Adair county, in 1899. His illness dates from the latter part of October, 1900, when, in the discharge of his duties, he drove to Dexter to attend a general teachers' association; a cold was contracted at this time which developed into typhoid pneumonia which resulted in his death.

During all his sickness he made an heroic effort for life; he was anxious to continue to perform the duties of his office; he was ambitious to raise the standard of the public schools under his supervision. He had the greatest faith in his co-laborers, and would often sacrifice himself rather than offend his friends.

On July 3, 1892, he was married to Miss Ella A. Cowden, who with three children survive him.

JOHN MICHAEL MEHAN.

John Michael Mehan was born in Bath, Virginia, October 6, 1845, and died at Des Moines, Iowa, March 9, 1901.

From his earliest boyhood President Mehan had his own way to make in the world. His life is a striking example of what may be accomplished by close application, industry, perseverance, and the observance of those virtues which count for strong manhood. Those who knew him best always regarded him as a teacher of teachers. For forty years he was an instructor of young people, and the influence of his life will for years to come be felt in the lives of hundreds of young men and young women who came under his instruction.

For a time he was a grammar school teacher in Nevada, and later on, special teacher of penmanship at Creston. In 1885 he established the Capital City Commercial College of Des Moines and continued at the head of this institution until the time of his death. Notwithstanding the fact that for some years President Mehan was in poor health he continued to take an active part in educational associations, both state and national. He was a member of the Central Presbyterian church of Des Moines, and belonged to the Masonic order, where he was held in the very highest esteem. His wife and two children, John C. Mehan and Mrs. Jetta C. Zinsmaster of this city, survive him.

MISS HELEN ELLIOTT.

Miss Helen Elliot was born at Le Claire, Iowa, and died at the same place September 28, 1901. She finished her high school course at Le Claire when only sixteen years of age. After teaching school for a while she entered Cornell college, where she graduated with honors in 1894. For one year she was a teacher in the high school at Osage; from there she went to Ottumwa, where she taught mathematics in the high school for five years. In January 1900 her board granted her a leave of absence of six months in order that she might serve as secretary of the State Board of Educational Examiners. In the spring of 1901 she resigned her position in Ottumwa and entered upon studies at Chicago university. In July 1901 Miss Elliot passed the examination for a position in the Chicago high school. She was a thorough student, an able teacher, and sought to excel in all her work. Her life was one of purity and earnestness.

C. C. NESTLERODE.

Mr. Nestlerode was born in Center county, Pa., March 17, 1824. Late in the year 1830 the family removed to Crawford county, Ohio, and in 1832 to Wood county. In 1836 he helped in the erection of a log house in which to hold school. He attended school during this winter for thirty-seven days, and at the same place in the following winter for forty-eight days. The third winter he secured fifty-seven days' instruction. During the winter of 1840-'41 he attended his first and only free school, and later continued his study in Fostoria, boarding himself most of the time and teaching classes to pay his tuition.

Mr. Nestlerode began teaching about this time, receiving \$14.00 per month and boarding around with his pupils. About 1856 he came to Iowa, and in December of that year founded the Old Tipton Union School, acting as its principal for six years. At this time he opened a vigorous campaign for free schools and universal education. To him more than to any other man is due the credit of establishing the system now in vogue in the state. During the war he returned to Fostoria, serving as superintendent there and teaching in the vicinity.

Perhaps in no better way can the debt of Iowa teachers to Mr. Nestlerode be told than by quoting from the proceedings of the fourth reunion of the

Tipton union school: "Mr. Nestlerode held the first teachers' institute held in Iowa, and was engaged in institute work in Ohio from 1849 to 1856, and from 1856 to 1875 conducted institutes in many of the counties of Iowa. He attended the first meeting of the Iowa State Teachers' Association, which was held in Iowa City, December 27 and 28, 1854. He served as president of that association in 1857-'58. He was unanimously elected by the association to represent that body at the meeting of the State Board of Education. He was present every moment during the twenty days the state board was in session. He refused the secretaryship of the board, stating that he would be unfaithful to those he came to represent were he to do so. The State Association also elected him, at the Davenport meeting in August, 1858, chairman of the executive committee of the association, institute lecturer and state public school worker. He held twelve institutes, attended the State Board of Education twenty days, traveled 3,700 miles, much of the distance on foot, and gave 712 free school talks during the year. He was re-elected chairman of the executive committee the two following years. The executive committee was ordered to publish an educational journal in the interest of free schools and to aid in carrying the new school laws into effect. As chairman of the executive committee, the editing, publishing, corresponding and paying the bills, fell largely on Mr. Nestlerode. 'The Iowa Instructor' was established and made the organ of the State Teachers' Association. He published it three years. The receipts did not exceed one-half the expenditures, and notwithstanding not a collection was asked for, nor a contribution made, yet Mr. Nestlerode saw that every debt was paid and every demand was met before he left the state. In 1861 he was again elected president of the state association."

Since Mr. Nestlerode's retirement from active school work he devoted a large part of his time to Sunday school work in Ohio. He died in Postoria late in 1900. Thus has passed a useful and influential life, one devoted in the upbuilding of a school system which is an honor to its originators and a blessing to a great state.

D. R. MICHENER.

The following resolutions have been passed by the Lucas County Teachers' Association on the death of its president, Mr. D. R. Michener, who died December 12, 1900. Your committee has been unable to gain any further facts and therefore submits the resolutions:

WHEREAS, It has pleased the Supreme Ruler of all to call our esteemed friend and fellow teacher, D. R. Michener, to his eternal home; and,

WHEREAS, We deplore the departure of one so eminent in the educational field, so beloved and honored by all; therefore be it

Resolved, That we, the members of the Lucas County Teachers' Association, appreciating his cheerfulness and efficiency while working among us in this association, in our county institute and in the school room, extend, as a token of esteem, our heartfelt sympathy to the sorrowing family for the loss of one whose life has been an inspiring example to his host of friends.

Some time when all life's lessons have been learned,
And sun and stars forever more have set,
The things which our weak judgment here have spurned—
The things o'er which we grieved with lashes wet—

Will flash before us, out of life's dark night,
As stars shine most in deepest tint of blue,
And we shall see how all God's plans are right,
And how what seemed reproof was love most true.

And you shall shortly know that lengthened breath
Is not the sweetest gift God sends his friend,
And that, sometimes, the sable pall of death
Conceals the fairest boon his love can send.
If we could push ajar the gates of life
And stand within, and all God's working see,
We could interpret all this doubt and strife,
And for each mystery could find a key.

But not today. Then be content, poor heart;
God's plans, like lillies, pure and white unfold.
We must not tear the close shut leaves apart,
Time will reveal the calyxes of gold.
And if through patient toil we reach the land
Where tired feet, with sandals loosed, may rest,
When we shall clearly see and understand,
I think that we will say: "God knew the best."

MISS EMMA S. DYE.

Miss Emma S. Dye was born in Galena, Illinois, in 1864, and died at Des Moines, January 8, 1900. She came to Des Moines with her parents in 1870. She was educated in the public schools of East Des Moines, graduating from the high school in 1882. In 1885 she began her career as teacher in Bremer school of East Des Moines. In 1886 she was transferred to the Longfellow school where she remained doing good work until 1898, when she was promoted to the principalship of Lucas school. January 2, 1900, Miss Dye was fatally burned by the explosion of a gasoline stove. She was taken to Mercy Hospital where, after a week of intense suffering, she died on January 8th. Miss Dye was an earnest teacher and had a marked influence upon her pupils. Her sad death made a profound impression upon the schools and the community. She was a member of the Methodist Episcopal church and manifested to the last her hope in God.

JOHN N. HAMILTON.

John N. Hamilton was born in Rural Grove, New York, December 11, 1846. He was a member of a family of nine children, all of whom except one sister survive their brother. He attended the public school of his native town and later pursued advanced studies in Fairfield college, in the same state. He taught for several years in the state of New York and about twenty-eight years ago came to Iowa, teaching at National. In 1874 he began teaching in Elkader, Iowa, where he was employed continuously for eighteen years. Seeking a wider field of usefulness, much to the regret of the people of Elkader, he accepted the position of principal of the Sac City public schools, to which he was elected May 10, 1892. He took charge of the schools at the opening the following September and was beginning his ninth year of devoted service when death ended his career. He had become

well known in educational circles and his words of counsel were heard with great appreciation in the meetings of teachers' associations. One of the last important papers he prepared was on "The Influence of the Teacher on the Manners and Morals of His Pupils." Those who knew him were aware that what he said on such a theme would come from his heart. It was his foremost desire to have his influence with his pupils tell for the development of noble manhood and womanhood. On January 1, 1897, he was awarded a life diploma by the state board of educational examiners.

Professor Hamilton was married August 19, 1877 to Mary Alice Beaman, of McGregor, Iowa. Their only child is Mabel Alice. In his home life Professor Hamilton was thoughtful, courteous and affectionate. Probably none who knew him failed to be impressed with the apparent naturalness of his courteous manner and his kindly words and deeds, always befitting the time and place.

His government in the schoolroom was accomplished without apparent effort. His manner inspired the confidence and love of his pupils and his quiet and orderly methods were their examples. As a teacher he was thorough and successful.

He was a faithful member of the Presbyterian church and for many years sang in the choir. He had membership also in Occidental Lodge, A. F. & A. M., and Sac City chapter, O. E. S. In social life, as in his school work, his example counted much for what is best. His memory is precious. In the words of a text used by a minister who referred appropriately in a sermon Sunday evening to the death of Prof. Hamilton. "He, being dead, yet speaketh."

FRANCIS E. LENOCKER.

Born April 16, 1866, in Holmes county, Ohio. Died July 29, 1900, at Williamsburg, Iowa. Interment at Dexter, Iowa.

It is rare that a young man develops a career with such certainty and rapidity as was the record of this educator. His first education beyond the common schools was obtained at the Dexter Normal College. He also taught in the rural schools near his home, and soon had evidence of what his career was to be. He then became a student of the Iowa State Normal school, and graduated with the Bachelor of Didactic's degree in 1891. After being principal of schools at Onslow and at Arcadia, Iowa, he again attended the State Normal school, and received his Master's degree. From there he went to the State University of Iowa and graduated in 1898. In the summer of 1898 he was sent to the Pacific coast as a collector of botanical specimens for the museum of the university. He was called to the principalship of the Guthrie county high school July 8, 1898, in which position he remained until his death, July 29, 1900. He was married to Miss Jessie Popham at Williamsburg, Iowa, July 3, 1900. Immediately thereafter he and his wife went to the National Educational Association at Charleston South Carolina. On the way home Mr. Lenocker became ill with malarial fever at Washington, D. C. This disease, with other unusual complications, destroyed his life. The career of this man is one of which his friends and relatives may be proud. Perseverance, untiring industry, sterling character, determination

to do his best, were continual manifestations of his daily life. He was a thorough scholar, an inspiring teacher, a successful organizer, a supreme institute instructor, which qualities, united with his beautiful spirit as a man, all bear tribute to his worth and success in the memories of all who were privileged to be acquainted with him. As a leader he was among the best and truest, always being faithful to the highest interest of manliness and character, and leaving thereby an impress upon his pupils, associates and friends, that will bear large fruit in years to come. The deepest sympathy of the teachers of Iowa is sincerely extended to his young wife, to his family, and all his personal friends whose lives have been so sincerely saddened and stricken by his untimely decease.

JOHN ARNOLD KLEINSORGE.

John Arnold Kleinsorge was born at Maquoketa, Iowa in 1867 and died at Denver, Colorado in March 1901. After graduating from the Iowa State Normal School at Cedar Falls in 1890, he entered upon the work of teaching, and in time became principal of Crocker school, Des Moines, where he served for three years. Later he went to Europe and spent four years in study in German universities and in travel on the Continent. In 1899 he obtained from Jena the degree of Ph. D. Upon his return to the United States he was elected to the chair of pedagogy in the state normal school in Oswego, New York. In 1900 he became principal of the training school in the state normal school at Greeley, Colorado, where he served acceptably until the time of his death. While in London, in 1897, he was married to Miss Eliza George, a former teacher in the West Des Moines public schools, who still survives him.

Hon. Henry Sabin who was his warm personal friend wrote of him in the Midland Schools: "An honorable record in our memory and a warm place in our hearts is all that is left of Kleinsorge."

"None knew him but to love him,
None named him but to praise."

APPENDIX.

STATISTICS.

GENERAL SUMMARY.

ABSTRACT OF REPORTS FOR 1900.

ABSTRACT OF REPORTS FOR 1901.

GENERAL SUMMARY OF STATISTICS.

SECRETARIES' REPORTS.

SCHOOL DISTRICTS.

	1897.	1898.	1899.	1900.	1901.
School townships.....	1,190	1,193	1,175	1,187	1,187
Independent districts.....	3,647	3,642	3,682	3,686	3,711
Whole number of districts.....	4,837	4,835	4,857	4,873	4,898
Subdistricts.....	9,311	9,330	9,376	9,423	9,448

SCHOOLS.

Ungraded.....	12,578	12,578	12,616	12,615	12,623
Rooms in graded.....	5,184	5,381	5,561	5,766	5,875
Whole number.....	17,762	17,959	18,177	18,381	18,498
Average duration in months.....	6.1	6.1	7.9	8.0	8.6

TEACHERS.

Males employed.....	5,824	5,855	5,577	4,948	4,877
Females employed.....	22,208	22,839	22,860	23,841	24,085
Whole number.....	28,032	28,694	28,437	28,789	28,962
Average monthly compensation, males.....	\$ 37.01	\$ 37.10	\$ 38.31	\$ 40.80	\$ 41.58
Average monthly compensation, females.....	31.45	31.20	30.30	30.24	30.63

SCHOLARS.

Between 5 and 21, males.....	369,772	369,413	369,135	371,164	373,261
Between 5 and 21, females.....	357,922	358,043	358,642	359,990	361,897
Total enumeration.....	727,694	727,456	727,775	731,154	735,159
Enrolled in public schools.....	546,836	548,852	554,992	566,223	562,662
Total average attendance.....	347,620	370,845	364,409	373,474	373,547
* Percentage enrollment on enumeration.....	76.0	75.4	76.2	77.8	76.9
Percentage attendance on enrollment.....	63.5	67.5	65.6	65.9	66.3
* Percentage attendance on enumeration.....	48.3	50.9	50.0	51.3	51.0
Average tuition per month per scholar.....	\$ 1.87	\$ 1.77	\$ 1.86	\$ 1.96	\$ 1.98
Average number enrolled to each teacher.....	.30	.25	.30	.29	.28

* Computed on enumeration of previous year, during which these statistics accrued.

SCHOOLHOUSES.

	1897.	1898.	1899.	1900.	1901.
Whole number.....	13,744	13,775	13,836	13,861	13,922
Value.....	\$ 16,355,842	\$ 16,790,063	\$ 16,908,076	\$ 17,655,992	\$ 18,223,749

APPARATUS.

Value.....	\$ 619,812	\$ 660,471	\$ 717,373	\$ 798,294	\$ 801,789
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DISTRICT LIBRARIES.

	1897.	1898.	1899.	1900.	1901.
Number of volumes.....	212,702	252,972	300,795	334,300	453,454

SHADE TREES ON SCHOOL GROUNDS.

Number of growing trees	198,003	212,175	215,392	219,904	225,463
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TEMPERANCE INSTRUCTION.

Schools teaching effects of stimulants	17,384	17,699	17,760	17,510	17,438
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TREASURERS' REPORTS.

TEACHERS' FUND.

RECEIPTS.

On hand at last report...	\$2,348,105.77	\$2,405,044.28	\$2,643,664.77	\$2,719,465.88	\$2,736,979.11
From district tax.....	4,459,044.92	4,591,761.72	4,584,997.47	4,715,506.71	5,017,565.18
From apportionments...	816,044.27	852,428.33	822,275.07	816,581.22	827,955.34
From other sources.....	129,196.34	158,720.45	138,719.48	187,205.91	155,667.04
Total receipts	\$7,752,391.30	\$8,007,956.78	\$8,189,056.80	\$8,438,759.76	\$8,738,166.67

EXPENDITURES.

Paid teachers.....	\$5,261,353.70	\$5,315,157.17	\$5,417,663.10	\$5,606,932.59	\$5,747,339.20
Paid for other purposes.	82,993.32	49,734.84	51,927.82	94,848.06	66,231.77
Total expenditures	\$5,347,347.02	\$5,364,892.01	\$5,469,590.92	\$5,701,780.65	\$5,813,571.06
On hand.....	2,405,044.28	2,643,064.77	2,719,465.88	2,736,979.11	2,923,608.61
Total...	\$7,752,391.30	\$8,007,956.78	\$8,189,056.80	\$8,438,759.76	\$8,738,166.67

SCHOOL HOUSE FUND.

RECEIPTS.

	1897.	1898.	1899.	1900.	1901.
On hand at last report...	\$ 323,855.88	\$ 303,481.60	\$ 360,723.60	\$ 434,467.13	\$ 575,334.95
From district tax	767,170.59	748,230.79	748,060.25	803,850.14	840,380.43
From other sources.....	554,340.26	592,645.58	579,346.49	694,638.26	630,979.73
Total receipts.....	\$1,645,366.73	\$1,644,357.82	\$1,688,130.34	\$1,933,015.53	\$2,046,694.11

EXPENDITURES.

For schoolhouses and sites	\$ 638,485.37	\$ 423,088.99	\$ 474,806.54	\$ 664,141.23	\$ 830,565.68
On bonds and interest...	549,998.46	672,177.37	605,356.84	532,196.18	486,605.38
For libraries and apparatus	10,344.58	1,395.81	2,123.95	2,297.08	880.31
Paid for other purposes.	143,056.87	186,972.05	171,375.88	158,856.09	170,221.55
Total expenditures...	\$1,341,885.28	\$1,283,634.22	\$1,253,663.21	\$1,357,690.58	\$1,488,272.92
On hand.....	303,481.45	360,723.60	434,467.13	575,324.95	558,351.19
Total.....	\$1,645,366.73	\$1,644,357.82	\$1,688,130.34	\$1,933,015.53	\$2,046,624.11

CONTINGENT FUND.

RECEIPTS.

	1897.	1898.	1899.	1900.	1901.
On hand at last report...	\$ 683,100.60	\$ 761,753.04	\$ 761,910.94	\$ 708,241.07	\$ 648,522.21
From district tax	1,616,820.43	1,617,210.87	1,603,646.06	1,675,338.91	1,833,131.65
From other sources	212,937.47	185,924.85	202,847.27	234,340.19	270,440.00
Total receipts	\$2,512,948.50	\$2,564,888.76	\$2,568,404.27	\$2,617,970.17	\$2,752,093.86

EXPENDITURES.

	1897.	1898.	1899.	1900.	1901.
For fuel, rent, repairs, etc	\$1,089,972.49	\$1,106,423.02	\$1,191,180.06	\$1,282,340.35	\$1,347,870.33
Paid secretaries and treasurers	139,660.93	137,547.88	138,403.27	142,387.61	144,158.94
For records, apparatus, etc	58,493.70	51,287.20	53,592.82	43,305.06	52,003.82
For library and dictionaries		18,232.94	23,483.14	16,705.36	24,747.36
For free text-books	41,009.51	41,124.74	21,996.12	23,219.04	26,183.49
For general supplies	187,172.37	210,836.56	184,070.30	182,251.40	126,105.16
For other purposes	234,886.51	237,525.48	247,437.49	279,239.14	298,769.72
Total expenditures	\$1,751,195.51	\$1,784,744.88	\$1,860,163.20	\$1,969,447.91	\$2,019,838.82
On hand	761,753.04	761,910.94	708,241.07	648,522.21	732,255.04
Total	\$2,512,948.50	\$2,564,888.76	\$2,568,404.27	\$2,617,970.17	\$2,752,093.86

COUNTY SUPERVISION.

EXAMINATION OF TEACHERS.

	1897.	1898.	1899.	1900.	1901.
First grade certificates issued	4,326	2,526	2,849	2,917	3,308
Second grade certificates issued	16,021	14,165	14,084	13,828	14,131
Third grade certificates issued	3,289	6,735	7,108	7,228	7,144
Special certificates issued	209	224	436	684	723
Total number issued	24,445	23,741	25,197	24,657	25,306
Applicants rejected	4,832	5,284	4,650	5,014	4,456
Total number examined	29,277	29,025	30,084	29,671	29,762
Certificates revoked	4	6	3	4	3
Average age of applicants	25 and 22	25 and 23	25 and 22	25 and 22	25 and 22
No experience in teaching	3,639	3,508	3,821	3,560	3,912
Taught less than one year	3,828	3,725	4,161	4,208	4,362
With state certificates or diplomas	807	976	1,137	1,285	1,360

VISITATION OF SCHOOLS.

	1897.	1898.	1899.	1900.	1901.
Schools visited	12,636	11,200	12,130	9,912	11,242
Visits made during year	16,474	14,055	15,800	12,343	13,938
Educational meetings held	1,753	1,537	1,329	1,128	1,209

APPEALS.

	1897.	1898.	1899.	1900.	1901.
Number of cases	36	48	41	43	45

COMPENSATION OF COUNTY SUPERINTENDENTS.

	1897.	1898.	1899.	1900.	1901.
Av. received per annum	\$ 1,215	\$ 1,222	\$ 1,222	\$ 1,248	\$ 1,248

PRIVATE SCHOOLS.

	1897.	1898.	1899.	1900.	1901.
Number reported	259	250	244	250	231
Teachers employed	1,320	1,225	1,457	1,655	1,648
Students in attendance	32,430	30,751	37,779	43,012	43,715
Number of graduates	2,028	1,931	2,520	2,863	2,716

TEACHERS' NORMAL INSTITUTES.

GENERAL REPORT.

	1897.	1898.	1899.	1900.	1901.
Number of institutes held	99	99	99	98	99
Continuing weeks.....	2.3	2.3	2.3	2.1	2.1
Males in attendance...	3,737	3,114	2,772	2,412	2,115
Females in attendance...	18,501	17,670	17,682	17,132	17,116
Total in attendance.....	22,238	20,784	20,454	19,544	19,231

FINANCIAL REPORT.

RECEIPTS.

	1897.	1898.	1899.	1900.	1901.
On hand at last report...	\$ 17,835.93	\$ 13,987.93	\$ 15,009.05	\$ 14,564.88	\$ 14,409.36
Examination fees.....	29,277.00	31,543.00	32,933.00	32,588.00	33,070.00
Registration fees.....	22,238.00	20,784.00	20,454.00	19,544.00	19,231.00
State appropriation.....	4,950.00	4,950.00	4,950.00	4,950.00	4,950.00
From other sources....	1,265.55	3,657.98	1,936.09	1,437.16	1,354.28
Total.....	\$ 75,566.48	\$ 74,922.91	\$ 75,282.14	\$ 73,084.04	\$ 73,014.64

EXPENDITURES.

	1897.	1898.	1899.	1900.	1901.
For instruction and lectures.....	\$ 51,776.96	\$ 51,649.21	\$ 53,268.38	\$ 51,711.51	\$ 52,438.59
For incidentals.....	9,801.59	8,259.65	7,448.88	6,963.17	6,565.28
On hand.....	13,987.93	15,014.50	14,564.88	14,409.36	14,010.77
Total.....	\$ 75,566.48	\$ 74,922.36	\$ 75,282.14	\$ 73,084.04	\$ 73,014.64

PERMANENT SCHOOL FUND.

	1897.	1898.	1899.	1900.	1901.
Amount in September...	\$ 4,724,357.29	\$ 4,724,030.61	\$ 4,724,801.32	\$ 4,749,808.16	\$ 4,752,513.71
Interest on the same....	238,910.30	118,177.50	118,138.85	118,700.10	108,942.52

THE COST OF OUR SCHOOLS.

	1897.	1898.	1899.	1900.	1901.
For teachers' salaries	\$ 5,264,354	\$ 5,315,157	\$ 5,417,663.10	\$ 5,606,932.59	\$ 5,747,339.29
For schoolhouses, apparatus, etc.....	1,341,885	1,283,634	1,251,663.21	1,357,630.58	1,488,272.92
For general contingencies	1,834,189	1,802,977	1,800,163.22	2,004,296.02	2,086,040.59
Total.....	\$ 8,440,428	\$ 8,401,768	\$ 8,531,489.51	\$ 9,028,919.19	\$ 9,321,652.80

FIGURED ON TAXABLE PROPERTY.

Number of mills for each dollar of assessed valuation.

	1897.	1898.	1899.	1900.	1901.
Teachers' salaries.....	9.4	11.2	11.4	10.4	10.3
Schoolhouses, apparatus, etc.....	2.4	2.6	2.6	2.5	2.6
General contingencies...	3.3	3.8	3.9	3.8	3.7
Total.....	15.1	17.6	17.9	16.7	16.6

ON ESTIMATED POPULATION.

For each individual of entire population.

	1897.	1898.	1899.	1900.	1901.
Teachers' salaries. . . .	2.45	2.58	2.63	2.51	2.57
Schoolhouses, apparatus, etc . . . . .	.63	.62	.60	.60	.66
General contingencies. . .	.86	.87	.90	.92	.93
Total.	3.94	4.07	4.13	4.03	4.16

ON SCHOOL ENUMERATION.

For each youth between 5 and 21.

Teachers' salaries.	7.23	7.33	7.44	7.66	7.81
Schoolhouses, apparatus, etc	1.84	1.76	1.72	1.85	2.02
General contingencies. . .	2.49	2.47	2.55	2.82	2.83
Total.	11.56	11.56	11.71	12.33	12.66

ON TOTAL ENROLLMENT.

For each scholar enrolled in school.

Teachers' salaries.	9.62	9.57	9.76	9.90	10.21
Schoolhouses, apparatus, etc	2.45	2.31	2.26	2.39	2.64
General contingencies. . .	2.35	2.25	2.35	2.64	2.70
Total.	15.42	15.13	15.37	15.93	16.55

ON AVERAGE ATTENDANCE.

For each scholar actually in attendance.

Teachers' salaries.	15.15	14.58	14.86	15.01	15.38
Schoolhouses, apparatus, etc	3.86	3.52	3.44	3.61	3.98
General contingencies. . .	5.27	4.94	5.10	5.52	5.58
Total.	24.28	23.04	23.40	24.16	24.94

TABULAR EXHIBIT SHOWING THE GROWTH OF THE PUBLIC

Year.	DISTRICTS.			SCHOOLS.			TEACHERS.				PUPILS.			
	School townships.	Independent districts.	Subdistricts.	Ungraded.	Graded.	Average annual session.	NUMBER EMPLOYED.		AVERAGE COMPENSATION PER MONTH.		Number of persons between the ages of 5 and 21 years.	Number enrolled in public schools.	Total average attendance.	Average cost of tuition per month.
							Males.	Females.						
						Months.								
						Days.								
1847		416									26,922	2,431		
1848		693		105			101	23	815.43	8 8 20	40,646	7,077		
1849		1,005		554		4	336	245	14 53	7 64	50,082	17,350		
1850		1,202		914		10	549	250	14 70	8 78	64,330	24,804		
1851		1,560		1,181		3	706	432			77,154	33,040		
1852		1,560		1,260		12	806	525			85,000	33,033		
1853		1,701		1,379		3	740	599			100,083	42,442	21,559	
1854		2,353		1,520		9	901	772	19.61	9.39	111,093	44,115		
1855		2,850		2,153			1,279	1,243	14.47	8.23	173,868	59,014		
1856		3,205		2,708			1,572	1,424	24.38	12.95	195,285	79,070		
1857							1,118	1,082	25.33	9.42	233,927	80,574		
1858	932		4,109	3,200			2,901	2,304	27.08	17.10	240,531	142,849	79,411	8.10
1859	993		4,574	4,243			3,219	3,155	23.70	15.28	244,938	167,860	77,113	1.00
1860	1,013		4,855	4,927			3,764	1,562	24.24	10.20	262,570	183,318	101,893	1.00
1861	1,073		5,057	5,502			3,618	4,187	21.70	14.24	269,522	201,805	100,041	1.00
1862	1,105		5,172	6,237		4	2,937	5,503	22.00	15.68	281,733	199,755	111,185	1.10
1863	1,129		5,340	6,023		5	2,815	6,140	25.12	17.60	294,912	210,190	117,378	1.12
1864	1,141		5,572	5,732		5	2,353	6,497	31.64	22.80	334,338	217,593	110,593	1.30
1865	1,171		5,920	5,900		5	2,673	6,670	33.60	23.76	348,498	241,827	130,174	1.52
1866	1,195		6,168	6,229		5	3,076	6,667	35.88	24.64	372,099	257,281	148,020	1.37
1867	1,321		6,410	6,479	212	6	4,123	6,848	35.42	25.72	393,670	279,029	160,773	1.32
1868	1,412		6,773	6,788	221	6	4,470	7,515	36.06	27.16	418,168	296,138	178,329	1.34
1869	1,462	334	6,986	6,919	213	6	4,909	7,806	35.60	26.80	431,134	320,801	202,240	1.32
1870	1,776	444	7,716	7,823	289	6	5,483	8,587	36.00	27.80	460,629	341,938	211,562	1.35
1871	1,260	300	8,438	8,156	403	6	5,901	9,320	36.00	28.60	475,499	340,789	214,905	1.48
1872	1,317	400	8,797	8,397	419	6	6,091	10,193	35.28	27.68	491,344	347,572	204,204	1.35
1873	1,266	1,270	9,203	9,203	407	6	6,506	11,645	36.08	28.34	533,571	384,012	225,415	2.20
1874	1,105	2,026	9,454	9,454	405	6	6,830	12,222	37.27	28.09	553,020	398,825	229,315	2.32
1875	1,134	2,536	9,948	9,948	470	7	7,348	12,518	34.88	28.69	567,584	411,161	251,372	1.62
1876	1,099	2,933	10,218	10,218	470	7	7,501	13,023	33.98	27.84	575,474	428,302	250,913	1.60
1877	1,086	3,138	10,457	10,457	470	7	7,573	13,579	31.71	26.40	577,352	431,317	264,708	1.60
1878	1,119	3,117	10,590	10,590	470	7	7,254	14,314	31.16	26.28	586,556	426,057	259,836	1.56
1879	1,140	3,130	10,741	10,741	470	7	7,546	15,230	32.50	27.25	594,730	431,513	254,088	1.62
1880	1,170	3,205	10,751	10,751	470	7	7,044	16,037	35.20	27.40	604,739	450,947	253,688	2.10
1881	1,161	3,178	10,874	10,874	470	7	7,095	16,521	35.21	27.80	621,042	477,222	270,901	2.10
1882	1,170	3,205	10,874	10,874	470	7	7,254	17,359	37.40	30.42	623,151	472,966	284,408	2.08
1883	1,171	3,180	10,949	10,949	470	7	7,809	17,906	37.05	29.45	634,407	477,661	281,794	2.14
1884	1,183	3,281	11,028	11,028	470	7	8,927	18,748	38.42	30.10	638,156	470,288	284,567	2.14
1885	1,202	3,401	11,178	11,178	470	7	8,007	18,205	38.00	30.05	638,448	487,190	294,937	2.04
1886	1,195	3,340	11,204	11,204	470	7	8,595	19,518	36.44	30.05	639,248	477,184	291,070	1.81
1887	1,199	3,409	11,282	11,282	470	7	8,432	20,361	37.52	30.37	649,606	490,229	304,856	1.70
1888	1,193	3,420	11,282	11,282	470	7	8,432	20,361	37.52	30.37	649,606	490,229	304,856	1.70
1889	1,188	3,451	11,282	11,282	470	7	8,432	20,361	37.52	30.37	649,606	490,229	304,856	1.70
1890	1,202	3,401	11,282	11,282	470	7	8,432	20,361	37.52	30.37	649,606	490,229	304,856	1.70
1891	1,198	3,463	11,282	11,282	470	7	8,432	20,361	37.52	30.37	649,606	490,229	304,856	1.70
1892	1,193	3,532	11,282	11,282	470	7	8,432	20,361	37.52	30.37	649,606	490,229	304,856	1.70
1893	1,185	3,584	11,282	11,282	470	7	8,432	20,361	37.52	30.37	649,606	490,229	304,856	1.70
1894	1,191	3,577	11,282	11,282	470	7	8,432	20,361	37.52	30.37	649,606	490,229	304,856	1.70
1895	1,193	3,614	11,282	11,282	470	7	8,432	20,361	37.52	30.37	649,606	490,229	304,856	1.70
1896	1,189	3,633	11,282	11,282	470	7	8,432	20,361	37.52	30.37	649,606	490,229	304,856	1.70
1897	1,190	3,647	11,282	11,282	470	7	8,432	20,361	37.52	30.37	649,606	490,229	304,856	1.70
1898	1,193	3,642	11,282	11,282	470	7	8,432	20,361	37.52	30.37	649,606	490,229	304,856	1.70
1899	1,175	3,682	11,282	11,282	470	7	8,432	20,361	37.52	30.37	649,606	490,229	304,856	1.70
1900	1,187	3,686	11,282	11,282	470	7	8,432	20,361	37.52	30.37	649,606	490,229	304,856	1.70
1901	1,187	3,711	11,282	11,282	470	7	8,432	20,361	37.52	30.37	649,606	490,229	304,856	1.70

* Not reported in 1855.

† Including independent districts.

‡ Rooms in graded schools.

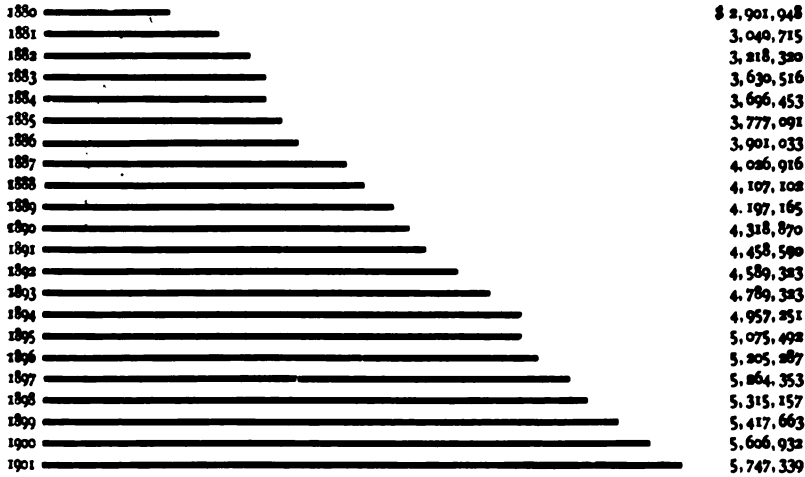
SCHOOL SYSTEM OF IOWA FROM 1847 TO 1901 INCLUSIVE.

SCHOOLHOUSES.		No. volumes in libraries.	No. teachers' institutes held.	EXPENDITURES.					Annual interest of permanent fund.	Total equalized assessment of entire state.	Year.
Total number.	Value.			Teachers' salaries.	Schoolhouses, grounds, libraries and apparatus.	Fuel and other contingencies.	Total.				
187	\$ 38,506	186		\$ 24,648	\$ 18,278	\$ 1,812	\$ 44,738	\$ 2,185	\$ 12,271,000	1847	
188	68,762	287		36,814	30,955	3,450	71,219	6,138	14,450,000	1848	
189	61,412	476		47,502	25,799	3,475	76,756	17,028	18,509,000	1849	
190	99,708	703		54,643	18,822	4,425	77,890	20,600	38,427,000	1850	
191	144,979	943		72,095	31,800	3,730	107,625	30,186	40,540,000	1851	
192	170,564	576		87,817	30,224	3,924	121,965	50,155	72,327,000	1852	
193	265,799	875		147,862	128,437	15,442	291,741	68,790	100,895,000	1853	
194	571,064	623		198,142	147,167	10,216	355,525	102,718	210,045,000	1854	
195	971,004	240		148,574	98,710	51,181	298,474	103,060	170,828,000	1855	
196	1,049,747	627	14	383,580	166,802	67,241	617,632	145,035	197,823,000	1856	
197	1,266,846	2,325	32	445,468	158,291	52,170	655,938	142,151	193,385,000	1857	
198	1,288,837	2,095	33	518,591	134,903	40,953	694,447	140,427	177,545,000	1858	
199	1,290,288	3,888	56	515,939	130,805	40,027	704,771	155,217	175,000,000	1859	
200	1,394,788	3,857	60	570,115	160,253	58,280	788,657	123,766	167,109,000	1860	
201	1,739,131	4,840	63	686,672	199,590	78,020	964,291	115,329	165,000,000	1861	
202	2,183,738	6,340	59	856,795	297,453	111,480	1,265,667	138,840	215,068,000	1862	
203	2,836,757	10,334	67	1,066,628	572,593	158,730	1,737,955	165,344	220,090,000	1863	
204	3,450,978	9,303	67	1,161,653	602,034	185,010	2,039,597	177,791	250,517,000	1864	
205	4,397,944	8,776	95	1,330,823	917,604	415,484	2,663,911	201,403	260,000,000	1865	
206	5,374,542	8,932	74	1,438,994	941,884	460,186	3,140,934	204,694	295,000,000	1866	
207	6,191,613	11,390	78	1,636,951	1,038,404	378,665	3,043,420	238,350	300,000,000	1867	
208	6,868,010	11,482	78	1,900,893	935,617	432,680	3,269,190	220,111	340,038,000	1868	
209	7,495,926	11,783	85	2,130,047	1,212,722	722,897	4,065,666	249,077	366,076,000	1869	
210	8,164,325	12,944	84	2,248,676	1,184,083	798,695	4,229,454	275,789	399,124,000	1870	
211	8,232,935	10,719	92	2,447,420	1,154,745	832,646	4,434,812	304,836	374,340,000	1871	
212	8,617,950	13,120	97	2,598,440	1,114,684	892,626	4,605,749	318,997	395,423,000	1872	
213	9,375,833	17,122	98	2,784,099	1,168,067	1,265,618	4,957,774	283,021	401,260,000	1873	
214	9,044,973	17,320	99	2,953,645	1,106,788	1,136,995	5,197,428	276,960	404,670,000	1874	
215	9,161,701	20,587	99	3,011,230	1,101,950	990,213	5,103,393	284,013	451,458,000	1875	
216	9,066,145	22,581	99	2,927,308	1,149,718	979,452	5,051,478	272,218	425,054,000	1876	
217	9,243,243	22,069	99	2,991,948	1,231,598	787,703	4,921,249	282,903	490,810,000	1877	
218	9,533,493	26,751	98	3,040,716	1,262,063	825,441	5,128,820	234,622	419,316,000	1878	
219	9,949,243	27,899	99	3,218,320	1,404,727	935,212	5,558,259	225,997	420,281,000	1879	
220	10,473,147	34,749	99	3,630,506	1,420,266	1,041,666	6,098,442	229,748	464,105,000	1880	
221	10,808,093	33,922	99	3,690,453	1,487,305	1,053,123	6,230,971	242,710	464,508,000	1881	
222	12,660,326	57,095	99	3,777,092	1,227,815	1,049,406	6,054,313	248,200	488,953,000	1882	
223	11,560,326	46,527	99	3,981,038	1,280,135	1,071,005	6,332,173	250,393	489,540,000	1883	
224	11,706,439	55,203	99	4,020,919	1,262,794	1,086,756	6,370,469	255,207	500,950,000	1884	
225	12,007,340	63,169	99	4,167,102	1,254,198	1,048,269	6,469,569	261,703	504,921,000	1885	
226	12,580,345	74,841	99	4,197,105	1,582,772	1,068,186	6,848,128	263,696	522,567,000	1886	
227	12,715,766	84,957	99	4,318,871	1,360,668	1,010,778	6,710,317	266,318	524,984,000	1887	
228	13,804,914	98,701	99	4,458,590	1,611,413	1,074,195	7,144,196	247,686	531,368,520	1888	
229	13,800,152	106,130	99	4,589,230	1,247,266	1,585,110	7,421,552	233,989	533,988,300	1889	
230	15,110,494	122,728	99	4,780,323	1,303,970	1,820,082	7,913,375	229,508	565,857,799	1890	
231	15,007,408	151,924	99	4,957,251	1,471,555	1,831,734	8,260,540	237,667	559,983,362	1891	
232	15,645,543	151,591	99	5,075,402	1,362,852	1,870,531	8,317,875	235,661	558,985,202	1892	
233	15,807,425	170,519	99	5,205,289	1,280,451	1,651,368	8,337,046	234,618	555,984,549	1893	
234	16,355,842	212,702	99	5,204,354	1,341,885	1,834,189	8,440,428	238,910	555,001,474	1894	
235	16,790,791	252,072	99	5,315,157	1,283,634	1,802,977	8,401,768	217,830	572,403,601	1895	
236	16,908,076	300,795	99	5,417,663	1,253,663	1,860,163	8,531,489	217,834	572,403,601	1896	
237	17,055,992	334,300	98	5,606,932	1,258,844	2,103,142	9,028,918	218,700	539,753,750	1897	
238	18,223,749	453,554	99	5,747,339	1,413,867	2,160,446	9,321,652	208,042	538,462,618	1898	

CONDENSED COMPARISON FOR LAST FIVE YEARS.

ITEMS COMPARED.	1897.	1898.	1899.	1900.	1901.
Number of ungraded schools.....	12,578	12,578	12,616	12,615	12,623
Rooms in graded schools.....	5,184	5,381	5,561	5,766	5,875
Whole number of schoolrooms....	17,762	17,959	18,177	18,381	18,498
Average number of days taught...	162	162	158	160	160
Number of schoolhouses.....	13,744	13,775	13,836	13,861	13,922
Value of schoolhouses.	\$ 16,355,842	\$ 16,790,063	\$ 16,908,076	\$ 17,655,992	\$ 18,223,749
Schoolhouses built during the year	241	237	271	240	233
Schoolhouses with flags.	5,505	5,752	6,021	5,147	6,475
Enumeration between 5 and 21....	727,694	727,456	727,575	734,154	735,159
Number enrolled in school.....	546,836	548,852	554,992	566,223	562,662
Average daily attendance.	347,620	370,845	364,409	373,474	373,547
Av. No. enrolled to each teacher..	30	28	30	29	29
Average monthly tuition, per pupil \$	1.87 \$	1.77 \$	1.86 \$	1.96 \$	1.98
Male teachers employed.....	5,824	5,855	5,577	4,948	4,757
Female teachers employed.....	22,208	22,839	22,860	23,841	24,088
Total different teachers employed.	28,032	28,694	28,437	28,789	28,845
Average monthly wages, males... \$	37.01 \$	37.10 \$	38.31 \$	40.20 \$	41.53
Average monthly wages, females...	31.45	31.45	30.30	30.24	30.68
Teachers necessary to supply all schools.	18,093	18,387	18,605	18,906	18,984
Schools teaching effects of stimulants	17,384	17,699	17,760	17,510	17,438
Teachers enrolled in normal institutes	22,238	20,784	20,454	19,544	19,231
Expended for normal institutes .. \$	61,579 \$	59,908 \$	60,717 \$	58,675 \$	59,004
Average yearly salaries of county superintendents	1,215	1,222	1,212	1,222	1,242
Paid for teachers' salaries.	5,264,354	5,315,157	5,417,663	5,606,932	5,747,339
For all other purposes.	3,176,074	3,136,340	3,873,995	3,421,986	3,574,313
Total amount expended.	8,440,428	8,451,497	9,291,658	9,028,918	9,321,652

**CHART SHOWING AMOUNT PAID TEACHERS IN THE STATE OF
IOWA FOR TWENTY YEARS.**



**CHART SHOWING TOTAL EXPENDITURES FOR PUBLIC SCHOOLS
IN THE STATE OF IOWA FOR TWENTY YEARS.**



STATISTICS.

1900.

ABSTRACT [A]—

SCHOOL

COUNTIES.	DISTRICTS.			SCHOOLS.			TEACHERS.			
	School townships	Independent districts.	Number of sub-districts.	Ungraded.	Rooms in graded.	Av. duration in months.	Number employed.		Av. monthly compensation.	
							Males.	Females.	Males.	Females.
Adair.....	15	15	127	138	29	8.1	56	287	36 05	23 05
Adams.....	9	33	75	102	25	8.1	57	219	23 23	23 28
Allamakee.....	9	70	58	118	38	7.2	37	215	25 23	25 55
Appanoose.....	13	34	95	122	63	6.9	71	215	26 17	25 49
Audubon.....	12	3	106	105	21	8.4	46	188	43 53	22 74
Benton.....	10	100	82	171	60	8.4	62	295	37 60	25 06
Black Hawk.....	10	65	78	142	85	8.2	62	306	29 26	23 10
Boone.....	11	57	93	144	69	7.8	56	294	25 01	27 30
Bremer.....	6	63	46	101	34	7.4	21	190	27 15	27 05
Buchanan.....	9	63	77	131	58	8.1	53	264	28 52	27 46
Buena Vista.....	15	11	127	136	43	8.1	25	261	46 30	20 52
Butler.....	11	46	97	126	45	8.2	49	256	41 65	27 17
Calhoun.....	16	7	125	134	45	8.2	42	277	45 06	22 65
Carroll.....	13	27	119	126	47	7.9	64	202	26 23	21 23
Cass.....	15	17	120	140	59	8.5	49	272	45 33	24 10
Cedar.....	12	44	100	122	42	8.1	42	266	50 54	24 10
Cerro Gordo.....	12	29	104	121	65	8.1	44	247	40 39	20 17
Cherokee.....	15	15	126	124	41	8.0	52	275	45 23	23 34
Chickasaw.....	5	62	52	111	37	8.0	35	202	26 47	27 19
Clarke.....	9	28	77	101	25	7.2	34	196	24 68	15 73
Clay.....	16	4	126	126	26	8.0	40	229	26 40	26 24
Clayton.....	17	37	147	168	56	8.0	60	262	41 06	22 52
Clinton.....	17	36	124	159	126	8.8	22	234	42 22	21 20
Crawford.....	20	7	167	166	48	8.4	57	208	48 50	22 27
Dallas.....	12	32	115	140	74	8.4	72	222	42 26	22 03
Davis.....	6	67	37	96	25	6.7	73	120	30 00	25 12
Decatur.....	9	64	67	112	44	7.2	64	181	26 23	25 00
Delaware.....	14	25	110	126	39	8.2	29	150	26 62	23 56
Des Moines.....	4	62	22	62	121	8.0	44	214	25 25	20 00
Dickinson.....	12	7	75	77	19	7.6	22	122	24 25	22 42
Dubuque.....	10	52	68	122	126	8.7	27	256	48 50	22 01
Emmet.....	6	6	37	74	21	7.8	21	120	41 13	31 27
Fayette.....	12	83	105	175	65	7.8	40	250	39 03	25 28
Floyd.....	11	16	108	112	49	8.5	22	217	20 59	22 27
Franklin.....	12	36	103	127	31	7.8	19	222	26 53	22 65
Fremont.....	11	19	100	112	51	8.8	42	212	46 79	24 67
Greene.....	14	16	129	127	25	8.1	57	201	40 66	29 73
Grundy.....	10	41	85	120	23	8.2	53	182	27 62	20 79
Guthrie.....	15	15	124	120	62	8.2	69	257	40 25	20 65
Hamilton.....	15	27	112	124	44	8.0	60	222	29 20	21 24
Hancock.....	16	7	126	126	22	8.0	46	162	42 71	24 56
Hardin.....	8	65	76	123	71	7.8	66	224	46 00	21 27
Harrison.....	16	32	115	142	65	8.6	56	229	44 29	22 29
Henry.....	4	72	22	25	42	7.5	42	215	27 54	26 26
Howard.....	11	11	89	98	25	7.8	29	190	42 50	27 23
Humboldt.....	10	18	86	104	26	7.9	28	201	42 09	21 22
Ida.....	12	5	96	98	21	8.4	37	200	40 23	25 20
Iowa.....	10	65	76	126	42	7.8	69	225	27 12	29 53
Jackson.....	14	45	107	142	52	8.0	26	214	45 15	20 22
Jasper.....	17	30	152	179	61	7.9	77	222	40 17	21 00

REPORTS FOR 1900.

STATISTICS.

PUPILS.					SCHOOLHOUSES.		GENERAL.				
Between ages of 5 and 21.		Enrolled in public schools.	Total average attendance.	Av. tuition per mo. per pupil.	Number.	Value.	Value of apparatus.	Volumes in libraries.	Trees in thrifty condition on schoolhouse sites.	Schoolrooms in which effects of stimulants and narcotics are taught.	
Males.	Females.										
2957	2829	4789	2894	2 08	146	92955	3639	1273	3097	163	
2375	2198	5872	2460	1 77	110	74940	5058	651	1428	123	
3212	3093	4510	2744	1 62	130	115945	6070	1611	1682	146	
4448	4260	7124	4652	1 46	136	171350	4997	1996	1394	178	
2452	2401	3979	2468	1 83	111	82850	6920	894	1274	124	
4075	3851	6155	4368	2 35	187	182513	8942	5119	2872	230	
4876	4540	7443	5085	1 93	151	279635	8300	2924	1800	136	
4519	4458	7395	4742	1 99	157	165175	8438	6705	2901	210	
2744	2627	3965	2122	1 65	113	92620	7852	4956	2485	118	
3400	3238	5490	2622	1 83	149	170240	8286	2890	1430	180	
2904	2759	4650	3091	2 28	143	123420	7481	5476	2220	179	
2914	2831	4723	3060	2 08	148	126995	6771	3214	2462	172	
3128	2942	5010	3530	2 05	148	140485	7386	2910	1223	143	
3636	3453	5210	3367	2 54	143	132215	9681	1809	2192	169	
3705	3755	6188	4176	2 01	153	153286	5831	4223	2382	198	
3177	3146	4905	3271	2 13	145	154475	10503	4088	2358	173	
3137	3060	5379	3439	2 40	146	207925	10865	2099	1806	192	
2842	2776	4947	3137	2 27	144	172895	6775	13029	1226	164	
2751	2729	4442	2779	1 54	122	87645	6309	2803	1607	145	
2109	1919	3435	2352	1 95	107	89465	2077	754	1689	125	
2262	2086	3944	2337	2 60	133	99275	2777	5181	735	152	
4663	4563	6486	4129	1 90	182	171940	8046	2792	1271	223	
7377	7268	9759	6809	1 82	186	426230	9461	10142	3069	294	
3997	3738	5762	3642	2 02	177	109491	15070	3300	2577	204	
3781	3600	6482	4590	2 03	154	149590	7697	3123	3668	210	
2612	2589	4293	2787	1 28	104	68355	2987	661	1276	122	
3078	3110	5478	3461	1 57	123	105997	4020	900	2171	143	
3151	2840	4477	2857	1 84	140	111995	6999	2645	1247	165	
6307	6157	7733	5628	1 78	98	287940	10897	1533	1963	213	
1304	1294	2303	1349	2 71	82	54290	5769	2605	1484	93	
9725	10194	8662	6150	1 93	149	457700	10733	4146	1847	275	
1710	1582	2777	1628	2 45	79	95758	3753	852	1320	96	
4719	4653	7447	4916	1 72	190	167925	15049	3997	3363	239	
2780	2895	4486	2644	1 04	125	207757	8183	3741	2334	155	
2498	2271	3971	2661	2 54	145	103300	7819	1152	2343	166	
3063	2824	5092	3585	1 90	124	141810	7253	3017	2870	163	
3105	2924	5337	3381	1 77	145	114029	5070	2418	1852	172	
2322	2258	4048	2534	2 05	128	100135	7973	4284	1961	148	
3298	3090	5209	3753	1 88	154	165962	5592	2445	2115	191	
3448	3492	5530	3307	1 30	144	132315	7723	1443	761	159	
2399	2158	3982	2613	2 40	133	114550	6797	2031	1190	158	
3752	3603	5755	3935	2 10	151	167820	6284	2823	2313	194	
4294	4210	7288	4630	1 90	157	175435	9886	2410	2536	205	
2838	2778	4462	2938	1 72	107	129959	4376	843	2530	133	
2436	2344	3697	2382	1 86	106	73310	3798	1757	1439	122	
2140	2142	3679	2359	1 94	112	83395	5179	2152	711	138	
2277	2074	3588	2493	2 31	106	118075	6172	1881	2149	106	
3154	3121	4961	3706	1 84	141	120565	5986	5043	4225	175	
4049	4035	5824	3997	1 54	154	167172	8750	3295	1295	193	
4272	4142	6668	4669	1 80	191	179580	7195	4727	3463	238	

ABSTRACT [A]—

SCHOOL

COUNTIES.	DISTRICTS			SCHOOLS.			TEACHERS.			
	School townships	Independent dis- tricts.	Number of sub- districts.	Ungraded.	Rooms in graded	Av. duration in months.	Number employed.		Av. monthly compensation.	
							Males.	Females.	Males.	Females.
Jefferson.....	9	28	68	90	33	7.7	50	167	\$ 34.42	\$ 27.12
Johnson.....	16	48	114	152	64	7.8	64	319	34.86	27.81
Jones.....	9	64	70	126	57	8.0	38	241	44.88	28.55
Keokuk.....	2	116	24	132	71	7.6	92	215	36.15	28.34
Kossuth.....	28	9	209	209	49	8.0	78	342	39.32	32.54
Lee.....	7	65	47	105	105	7.1	43	226	30.75	25.35
Linn.....	11	74	104	167	193	8.0	71	489	41.68	28.66
Louisa.....	9	26	60	85	28	8.2	50	151	42.63	30.57
Lucas.....	4	59	33	92	34	7.6	25	179	39.69	26.28
Lyon.....	12	18	81	122	37	8.4	55	189	37.96	33.29
Madison.....	12	27	102	131	33	7.5	50	259	36.56	29.66
Mahaska.....	9	74	63	138	88	8.2	70	284	35.76	30.33
Marion.....	4	113	22	142	50	7.5	46	251	31.71	27.71
Marshall.....	12	58	91	138	98	8.0	51	321	45.12	35.70
Mills.....	4	63	19	90	44	8.6	34	135	44.10	34.77
Mitchell.....	8	47	54	90	46	7.9	36	151	49.43	30.01
Monona.....	16	15	121	142	35	8.2	35	299	43.56	30.60
Monroe.....	6	49	49	91	34	7.5	36	148	38.00	25.34
Montgomery.....	10	23	85	103	57	7.8	44	206	42.42	32.91
Muscatine.....	11	27	67	86	76	8.5	37	218	43.43	31.20
O'Brien.....	15	7	117	133	52	8.3	42	227	44.57	33.17
Osceola.....	11	3	91	90	16	7.7	38	139	43.07	34.19
Page.....	11	47	81	122	65	8.0	57	141	43.53	34.11
Palo Alto.....	16	6	121	120	40	7.8	34	194	39.44	31.01
Plymouth.....	23	9	157	169	47	8.5	41	272	44.05	32.14
Pocahontas.....	15	13	128	134	29	7.6	48	237	40.15	30.94
Polk.....	13	58	91	133	335	7.8	102	562	44.21	32.33
Pottawattamie.....	25	26	219	235	154	8.7	79	416	45.21	33.44
Poweshiek.....	14	22	118	134	46	8.1	65	256	41.81	32.01
Ringgold.....	12	39	95	123	38	8.2	60	221	33.87	27.71
Sac.....	16	8	132	131	38	8.4	26	257	45.50	33.05
Scott.....	13	27	79	101	153	9.0	61	293	51.48	37.65
Shelby.....	16	10	132	133	42	8.5	77	242	40.00	34.23
Sioux.....	21	13	159	172	67	8.8	64	178	41.21	34.39
Story.....	14	29	115	133	62	7.7	89	265	41.45	31.25
Tama.....	12	79	97	168	59	7.7	77	302	38.30	29.38
Taylor.....	13	27	100	118	49	8.1	60	266	38.53	31.05
Union.....	10	24	88	105	59	8.0	37	262	39.73	28.08
Van Buren.....	8	49	67	113	37	7.4	49	194	38.97	26.71
Wapello.....	8	51	53	107	113	8.1	49	266	39.23	31.25
Warren.....	6	89	50	182	59	7.5	66	158	34.44	26.90
Washington.....	6	86	50	127	50	7.9	48	174	37.19	27.63
Wayne.....	13	33	91	117	38	7.2	82	191	36.16	26.46
Webster.....	18	42	137	172	68	7.5	45	343	36.42	29.26
Winnebago.....	11	5	81	84	32	7.2	32	127	41.41	33.03
Winneshiek.....	14	46	97	135	44	7.2	58	224	38.38	26.43
Woodbury.....	17	42	138	175	197	8.4	10	473	42.54	30.13
Worth.....	12	5	86	87	19	7.4	41	111	34.02	30.16
Wright.....	16	7	126	133	53	8.0	44	290	42.06	32.16
Total.....	1187	3636	9423	12615	5766	*8.0	4948	23841	*\$40.29	*\$30.24

*Average.

REPORTS FOR 1900—CONTINUED.

STATISTICS.

PUPILS.					SCHOOLHOUSES.		GENERAL.				
Between ages of 5 and 21.		Enrolled in public schools.	Total average attendance.	Av. tuition per mo. per pupil.	Number.	Value.	Value of apparatus.	Volumes in libraries.	Trees in thrifty condition on schoolhouse sites.	Schoolrooms in which effects of stimulants and narcotics are taught.	
Males.	Females.										
2662	2637	4157	2815	\$1 59	99	\$ 94570	\$ 2339	673	1584	123	
3743	3636	5864	4126	1 90	171	150471	9748	6203	4098	216	
3478	3300	5620	3653	2 23	140	175310	9991	4410	2391	179	
4484	4190	6630	4649	1 61	146	146025	8324	3926	4138	199	
3893	3609	6121	3878	2 60	221	166499	10009	2548	2203	258	
9054	9033	7228	5353	1 59	128	393730	6213	3938	2568	193	
9446	9052	13126	9589	1 69	202	546945	28400	4031	3321	328	
2225	2040	3538	2364	1 91	88	160968	4852	2980	1775	112	
2728	2531	4694	2978	1 65	97	77640	3325	631	2439	126	
2379	2215	3696	2356	2 47	131	104330	8780	984	1728	158	
3076	2829	5036	3151	1 80	139	103504	4241	666	2330	164	
5331	5169	8517	5307	1 62	161	250775	12150	2476	3719	209	
4235	3979	6669	3817	1 75	151	176675	5430	609	2138	181	
4623	4463	7031	4906	2 48	157	628505	11642	6828	1953	230	
3050	2776	4350	2765	2 44	92	116040	5931	6825	2433	121	
2431	2417	4159	2515	2 17	109	98570	6708	2459	1765	116	
3275	3107	4959	3207	1 93	147	131068	6418	1953	2639	177	
2969	2966	4350	2913	1 34	99	45600	1248	1165	710	124	
2937	2813	4644	3311	1 97	114	206700	5740	5116	3383	150	
4404	4158	5874	4064	1 97	103	229975	5689	3181	1934	179	
2959	2890	4998	3313	2 33	139	159640	13665	11772	2064	174	
1578	1444	2690	1485	2 52	95	59057	6010	7448	1386	107	
3812	3724	6760	4164	1 73	136	159498	8518	2167	4146	184	
2439	2333	3530	2332	2 15	131	108955	6183	4182	2138	145	
4055	3946	5689	3768	2 26	178	154775	13185	1563	1794	216	
2624	2515	4332	2669	2 08	143	102100	6777	1021	4314	163	
12914	12984	19311	12661	2 11	190	1057700	31497	10003	3698	192	
7702	7954	13208	8561	2 25	261	424926	47414	3772	3698	241	
3030	3006	4858	3481	2 42	145	146080	7397	5105	3356	180	
2762	2641	4611	3171	1 51	135	84475	5422	1514	1432	161	
3118	2365	4836	3168	1 79	141	116075	5470	4238	2342	167	
8387	8179	10136	7327	1 87	125	642580	13410	5284	4128	254	
3243	3182	5139	3209	2 28	146	116875	8064	4532	3112	175	
4246	4247	6334	4092	2 20	188	162940	11740	4635	3153	239	
3616	3616	6253	4056	1 83	150	161455	9725	3010	2452	196	
4117	3836	6101	4131	1 89	181	176570	8920	3223	3573	224	
3183	3106	5491	3585	1 68	132	97540	6169	1160	2034	167	
3228	3219	5133	3533	1 90	122	196780	5781	2989	2232	163	
2871	2650	4534	3097	1 51	115	122935	6183	1460	1460	150	
5643	5511	9385	6303	1 61	116	376340	6679	3374	1735	229	
3492	3459	5944	3649	1 69	144	110854	4834	2573	2767	159	
3158	3116	5058	3487	2 08	136	154955	4566	3719	2090	141	
2869	2970	5167	3506	1 65	125	68855	3314	1214	1151	155	
4530	4403	6907	4551	2 36	191	254620	7971	5252	1975	236	
2245	2077	3616	2122	1 94	93	93485	3915	2522	1003	116	
3965	3791	5417	3014	2 07	148	135543	4840	2920	1038	202	
10354	9874	14546	9245	2 20	217	638345	14615	8125	3767	369	
1952	1873	2765	1678	1 67	94	62395	3924	1351	690	105	
3248	3098	5381	3740	2 02	140	138160	6293	5717	1375	186	
371164	359990	560223	373474	\$1 96	13861	\$ 17655992	\$ 798294	334300	219004	17510	

*Average.

ABSTRACT [B]—REPORTS FOR 1900.

SCHOOL FINANCES.

COUNTIES.	TEACHERS' FUND.							
	DEBIT.				Total debit or credit.	CREDIT.		
	On hand at last report.	Received from district tax.	Received from semi-annual apportionment.	Received from other sources.		Paid teachers.	Paid for other purposes.	On hand.
Adair.....	\$ 18042 26	\$ 38878 80	\$ 6473 78	\$ 1173 12	\$ 64506 96	\$ 43706 87	\$ 124 84	\$ 20675 25
Adams.....	18042 19	31555 20	3764 44	377 86	53739 69	33823 50	79 44	19386 75
Allamakee.....	15296 76	31130 06	5182 18	519 84	52128 84	34948 73	313 52	16866 06
Appanoose.....	20600 50	37349 12	8419 64	308 49	66872 75	45544 32	213 19	21115 34
Audubon.....	16541 36	35697 55	4092 75	681 23	57013 88	36751 00	210 92	30050 96
Benton.....	42440 03	57289 90	19158 50	920 04	119808 47	67411 54	375 45	52021 48
Black Hawk.....	31048 53	60651 38	13497 71	985 18	115082 78	80850 80	150 06	34072 92
Boone.....	28247 62	54890 67	8250 52	784 39	93178 20	60639 10	1330 00	38274 10
Bremer.....	18557 02	26931 67	5560 12	1053 01	53100 82	33116 02	387 95	16896 85
Buchanan.....	25066 10	45602 09	8342 90	963 24	80064 33	53496 02	513 34	29036 07
Buena Vista.....	30197 27	42081 84	6310 28	1343 18	79832 67	50030 56	.....	29822 11
Butler.....	34063 61	45243 76	7279 56	1685 21	86277 08	50417 24	253 41	37606 43
Calhoun.....	30618 76	43290 59	6333 37	1944 70	81707 32	53493 18	27 40	29186 74
Carroll.....	28539 95	45103 96	7213 50	672 88	81529 31	55573 65	44 55	25112 11
Cass.....	35045 19	55523 79	9321 21	1086 96	102277 15	66748 68	61 76	35466 73
Cedar.....	33776 26	46440 61	8989 96	2139 73	90236 46	55453 76	816 48	33967 34
Cerro Gordo.....	22823 22	51027 20	7904 62	126 18	87018 23	55881 21	258 74	29678 29
Cherokee.....	39711 06	47646 24	7584 00	387 77	85329 09	54095 40	81 34	31152 43
Chickasaw.....	18546 37	31606 80	4366 76	856 48	55376 41	38274 18	146 13	16866 12
Clarke.....	13787 42	20348 89	5472 94	502 94	40162 09	27912 76	64 76	12184 57
Clay.....	26456 44	34619 51	4572 50	628 09	66276 93	39744 41	71 13	26461 30
Clayton.....	26468 60	48892 03	8323 39	1246 33	85180 34	58336 99	965 72	25639 13
Clinton.....	43200 39	93347 74	16408 88	1507 72	154484 73	107544 55	590 61	46330 57
Crawford.....	40587 65	52187 77	8967 76	1711 30	103404 48	61680 00	.....	41736 46
Dallas.....	32154 62	55350 05	8094 41	1834 93	97424 01	67548 14	996 17	26886 70
Davis.....	7568 22	17239 16	6387 08	187 30	31381 66	28087 39	205 71	7198 06
Decatur.....	18009 69	25753 17	8815 80	1746 00	54363 86	38697 27	689 73	18069 63
Delaware.....	22855 38	37054 03	7363 19	433 19	67597 79	44786 23	3284 16	10825 31
Des Moines.....	18799 94	79948 80	12728 27	810 90	112387 81	68947 08	863 87	25076 26
Dickinson.....	11233 09	21368 59	3574 17	379 74	36479 50	23008 60	137 63	11336 36
Dubuque.....	15087 48	83909 99	19637 80	670 90	123305 67	103804 09	453 81	18547 77
Emmet.....	14212 53	24354 54	3194 24	96 00	41797 31	26339 46	96 00	15361 86
Fayette.....	31347 86	50903 34	10812 05	1055 78	94119 08	58111 87	1261 54	34715 68
Floyd.....	17980 58	37531 39	9002 17	919 32	64433 46	44236 05	846 80	19860 61
Franklin.....	26581 42	38954 20	5925 04	511 69	71073 35	43137 90	115 84	27191 11
Fremont.....	26361 98	46533 15	7765 10	2307 21	83967 44	54861 27	516 44	27599 73
Greene.....	26822 15	41480 01	5987 93	973 73	75263 82	48354 50	449 88	26359 44
Grundy.....	27989 57	34590 50	6663 88	1162 23	70415 23	43060 13	54 08	27362 02
Guthrie.....	28059 05	47419 66	7431 84	543 38	81453 93	53637 01	.....	26896 92
Hamilton.....	30439 95	41464 48	8326 60	1550 96	81780 99	49185 94	924 07	31670 98
Hancock.....	21130 32	45323 46	4205 82	406 24	71065 84	45145 18	610 74	25379 62
Hardin.....	40794 97	54422 51	6713 15	1688 13	103638 76	62873 44	479 34	40313 96
Harrison.....	43905 79	53064 96	9118 46	1731 80	109811 06	68106 24	102 10	40062 72
Henry.....	19237 75	32207 28	7367 58	614 94	59336 80	38190 23	443 63	27022 65
Howard.....	12980 82	30375 03	5335 52	1047 18	49738 55	32323 28	829 43	16456 20
Humboldt.....	26944 31	38513 04	3684 07	1153 33	65294 73	36222 25	368 93	28697 54
Ida.....	16228 88	37081 96	3894 82	1814 12	59019 78	42785 24	704 35	15330 19
Iowa.....	25037 13	44949 10	7311 35	4159 61	81457 19	51864 36	174 45	29918 46
Jackson.....	30666 80	47591 45	8008 07	5021 02	91287 34	53068 86	132 69	38094 79
Jasper.....	35810 20	58966 00	8076 68	1775 88	104623 76	66621 43	137 89	37699 44

ABSTRACT [B]—REPORTS FOR 1900—CONTINUED.

SCHOOL FINANCES.

COUNTIES.	TEACHERS' FUND.						
	DEBIT.				Total debit or credit.	CREDIT.	
	On hand at last report.	Received from district tax.	Received from semi-annual appropriation.	Received from other sources.		Paid teachers.	On hand.
Jefferson	\$ 16423 83	\$ 24969 36	\$ 7105 66	\$ 943 84	\$ 49432 69	\$ 32356 05	\$ 192 42
Johnson	23845 13	53366 28	11245 50	1573 50	80030 50	62226 45	1316 58
Jones	30749 26	41765 68	9798 56	1568 95	83883 45	52554 39	947 90
Keokuk	33806 44	40763 43	7062 48	2323 59	83945 93	54087 89	590 81
Kossuth	31979 64	64540 85	7473 92	1293 31	106386 72	71447 15	831 18
Lee	14816 44	55663 36	18135 00	10394 78	94008 59	79824 12	141 53
Linn	42169 30	111430 22	18700 09	3302 92	175662 53	133231 89	1154 41
Louisa	18248 57	37543 58	6190 37	1161 21	60143 73	32512 26	152 10
Lucas	15343 28	23207 27	5406 00	777 13	44784 78	31008 07	191 85
Lyon	27620 88	40441 23	5931 57	2196 82	76190 00	47236 14	1554 03
Madison	22906 99	32306 70	6432 13	591 01	63928 83	40990 56	319 27
Mahaska	36244 06	55067 94	10829 81	1169 23	104781 09	70960 62	482 63
Marion	30537 60	37811 05	8549 70	1045 15	77932 90	48245 75	723 44
Marshall	43558 77	65655 35	8669 50	1960 89	119154 51	85560 42	123 30
Mills	33581 48	30691 24	6747 40	1240 66	72461 18	42638 96	405 50
Mitchell	19761 05	30921 56	5171 66	1164 27	57018 54	36003 92	363 25
Monona	26128 38	42299 00	6311 00	1491 21	79829 59	49353 37	594 29
Monroe	15870 78	31758 14	4882 81	662 98	48174 71	28686 53	1987 31
Montgomery	22900 87	41523 22	7290 43	1430 60	73153 12	50788 24	507 66
Muscatine	28639 69	59115 13	10109 20	1021 35	87775 37	66311 48	120 02
O'Brien	23714 64	50254 05	6300 28	1375 98	81644 96	57146 26	161 03
Osceola	16050 87	27027 10	1830 50	666 63	45575 10	28854 40	159 00
Page	30866 90	49916 76	8606 34	2357 59	91317 59	61785 73	806 57
Palo Alto	19487 36	34635 03	4362 67	1939 21	60924 27	40095 97	1197 46
Plymouth	33190 47	56706 61	9141 44	1064 13	101124 65	64737 49	265 67
Pocahontas	26774 49	37968 69	5139 72	858 33	69511 23	42360 45	17 19
Polk	85874 61	122269 97	24354 88	9779 87	202233 33	246017 07	2161 00
Pottawattamie	66107 47	123429 63	18134 69	8039 03	215710 87	155472 43	306 51
Poweshiek	34009 75	49460 31	9442 77	1555 68	93468 51	58931 41	102 28
Ringgold	17822 78	33502 63	5645 91	1073 29	58045 61	39163 31	321 84
Sac	37846 48	34455 74	7136 66	1121 87	84560 75	47703 08	1396 49
Scott	41461 78	114790 51	20962 60	2142 78	179287 65	133394 80	719 55
Shelby	33145 91	48708 73	6330 47	1106 09	89291 20	56409 51	266 08
Sioux	34263 25	73104 51	8830 95	3268 20	120056 91	76108 25	382 96
Story	27127 07	48750 43	8590 53	1644 53	86112 55	57039 18	42 27
Tama	31832 99	54882 23	10302 84	1535 60	96578 66	65326 37	798 02
Taylor	17512 63	44412 29	11260 61	1129 87	74315 45	48732 83	139 80
Union	22019 64	44323 35	6645 10	1698 78	74701 87	49153 97	369 15
Van Buren	24067 67	26609 86	7112 22	1654 20	50443 95	34830 58	334 61
Wapello	19474 94	73544 53	8693 68	948 16	102661 31	81984 26	17 22
Warren	32417 89	31314 32	8405 26	757 14	73414 61	41471 46	256 56
Washington	26544 66	67596 73	9267 81	1149 67	74558 87	47363 41	436 27
Wayne	32476 16	27456 47	6640 68	1393 00	57856 31	37940 39	1312 22
Webster	28627 55	56974 71	11167 89	904 50	95674 65	65447 89	312 88
Winnebago	17653 10	25670 11	4369 03	546 48	48033 77	20557 06	673 56
Winnechick	22604 38	34489 47	9680 37	393 86	67147 06	42860 32	20 10
Woodbury	67206 44	118929 10	15607 43	39787 97	241500 94	145143 71	47356 11
Worth	13751 77	19744 99	4268 28	350 30	38115 34	24609 55	130 05
Wright	38685 18	48024 26	4697 42	882 49	92299 35	53606 75	332 88
Totals	271946 89	4715506 75	816581 22	187205 91	6438759 76	5606932 59	94848 06

ABSTRACT [B]—

SCHOOL

COUNTIES.	SCHOOLHOUSE FUND.									
	DEBIT.			Total debit or credit.	CREDIT.					
	On hand at last report.	Received from district tax.	Received from other sources.		Paid for school-houses and sites.	Paid on bonds and interest.	Paid for library books.	Paid for other purposes.	On hand.	
Adair.....	183 08	2355 66	1265 56	3784 27	1397 09	661 24		894 41	581 53	
Adams.....	1651 76	2280 02	64 33	4045 11	324 19	1232 17		805 72	2008 02	
Allamakee.....	1008 56	3092 53	616 30	5617 69	1206 91	3369 17	19 35	90 59	712 67	
Appanoose.....	1806 91	9423 60	2542 81	18832 32	2108 49	7170 81		2348 00	1251 62	
Audubon.....	9437 06	1062 17	1653 00	6124 25	906 00	435 56		1268 06	2497 61	
Benton.....	3132 68	7413 85	7064 24	17610 77	2610 11	9389 02		453 69	2695 95	
Black Hawk.....	1232 39	12114 72	30839 16	43687 26	14797 80	9434 19		746 86	15708 62	
Boone.....	4968 96	10406 22	902 23	16447 40	6377 27	5152 35	198 40	1272 77	2475 51	
Bremer.....	699 66	3672 91	464 49	5062 06	737 78	1860 94		1191 67	1157 77	
Buchanan.....	1171 89	8734 29	274 09	10180 27	898 29	6048 58		1921 55	1239 85	
Buena Vista.....	4158 58	8471 37	9246 42	21870 37	2744 30	16071 00		105 40	2649 67	
Butler.....	3092 40	6473 24	312 50	9878 14	3076 29	2858 55		1230 62	2812 68	
Calhoun.....	2384 79	6494 71	242 00	10073 50	4728 22	1842 65		1928 29	1572 24	
Carroll.....	2232 69	3332 67	26 00	6241 26	296 50	1980 25	86	289 50	2741 28	
Cass.....	2487 39	8554 95	49 03	11071 37	1094 70	4970 87		1280 04	2601 25	
Cedar.....	1707 03	5282 02	1012 89	7946 94	3614 78	1919 38		678 39	1742 60	
Cerro Gordo.....	2775 17	9692 40	449 87	12917 44	5943 19	8155 71	14 35	263 66	2410 33	
Cherokee.....	2904 05	7331 00	1542 21	11732 26	3690 98	5390 00		426 05	1994 23	
Chickasaw.....	1667 18	3505 96	3164 04	8337 13	979 28	1676 70		2355 20	2415 75	
Clarke.....	1874 35	8411 80	494 83	5780 97	414 00	2426 12		257 54	2672 31	
Clay.....	3206 79	6890 96	4480 57	14518 32	6591 20	2676 87		971 74	4675 41	
Clayton.....	1871 94	4879 10	911 02	7361 36	3672 59	1754 37		567 99	1298 51	
Clinton.....	649 26	18303 54	17253 28	36305 28	12672 92	14660 51		1620 20	7830 65	
Crawford.....	22750 74	9351 69	2694 42	33696 85	26032 63	3268 72	1287 65	1461 64	1651 21	
Dallas.....	2608 80	7551 55	7794 98	18955 33	7190 47	4959 26		548 33	6364 77	
Davis.....	407 76	1375 28	621 25	2404 29	1140 30	368 41		24 91	945 67	
Decatur.....	2606 56	5212 95	574 70	7794 24	2031 57	3632 11	126 17	647 19	1251 29	
Delaware.....	3647 62	4490 84	33 66	8172 32	1169 20	4040 45		35 19	2627 48	
Des Moines.....	1535 66	9070 81	5430 87	15897 04		14350 83		184 60	1201 61	
Dickinson.....	3938 87	8450 32	40 91	7430 10	2268 41	778 78		1144 29	2918 86	
Dubuque.....	1010 64	18192 76	7172 01	21675 31	1320 75	17714 44		693 24	1914 86	
Emmet.....	2908 33	5697 79	6270 00	14876 12	6413 22	4449 81		323 20	2698 99	
Fayette.....	2269 23	6698 25	14497 25	23458 73	19514 29	1767 79		828 96	1347 69	
Floyd.....	4747 69	7352 86	50561 12	63661 77	49968 74	9053 84		450 52	4193 17	
Franklin.....	2310 50	6351 97	598 28	9260 75	1891 02	5191 81		1965 52	2912 10	
Fremont.....	562 75	2266 07	1223 47	4442 29	1432 18	1278 65		565 85	1149 61	
Greene.....	3530 94	3810 96	170 37	7512 27	1182 26	2637 56		785 98	1916 52	
Grundy.....	1061 28	8914 33	840 31	5815 92	1237 21	2826 89		1804 52	427 99	
Guthrie.....	2417 46	7410 13	2511 83	12339 42	694 94	3777 94		590 01	6976 53	
Hamilton.....	2465 68	7723 67	35 36	10230 71	1460 64	2125 95		1807 14	4293 96	
Hancock.....	8155 82	7635 49	2391 11	18182 42	6505 72	2125 94		3990 18	2650 58	
Hardin.....	3350 37	10809 39	8371 04	22530 80	10951 02	7294 83		1754 09	2650 68	
Harrison.....	3796 24	8992 57	5491 99	18280 80	5774 73	7318 72		1511 25	2677 67	
Henry.....	2483 93	4238 94	1148 25	7801 12	3020 29	8014 42		390 16	1476 25	
Howard.....	1639 98	4450 85	146 43	6236 81	1474 41	3264 48	15 00	478 40	1044 49	
Humboldt.....	2212 13	2887 87	3541 50	8641 50	4303 69	2123 62		478 85	1787 34	
Ida.....	544 58	11240 98	3131 71	14917 27	2926 00	2691 94		6991 64	2207 66	
Iowa.....	6500 41	4481 46	111 94	11098 81	1784 29	3697 77		850 16	1771 59	
Jackson.....	3215 04	6206 80	7080 62	16502 46	3608 24	2325 80	8 00	773 63	9791 79	
Jasper.....	1881 25	10055 13	2164 60	14100 94	7278 09	4708 78		1002 52	1112 39	
Jefferson.....	1493 88	4420 58	124 86	6039 34	1659 46	2093 78		998 26	1208 74	
Johnson.....	3800 85	9998 62	89155 03	102954 50	4445 02	8538 46		546 38	89404 19	
Jones.....	4299 11	2551 05	526 00	7375 16	1532 98	4174 43		940 12	1287 63	
Keokuk.....	3903 42	6068 44	21431 35	31408 22	18669 43	2966 68		890 05	8978 66	
Kossuth.....	8227 56	12065 98	3281 30	23874 79	9357 28	4235 68		3448 70	6538 13	

REPORTS FOR 1900—CONTINUED.

FINANCES.

CONTINGENT FUND.

DEBIT.			Total debit or credit.	CREDIT.									
On hand at last report.	Received from district tax.	Received from other sources.		Paid for fuel, rent, repairs, insurance and janitors.	Paid secretaries and treasurers.	Paid for records and apparatus.	Paid for library books and dictionaries.	Paid for free text-books.	Paid for general supplies.	Paid for other purposes.	On hand.		
\$ 6198 06	\$ 12596 26	\$ 780 90	\$ 19541 24	\$ 9767 45	\$ 1246 01	\$ 194 73	\$ 62 95	\$ 1108 78	\$ 1063 08	\$ 658 00	\$ 6506 32		
5790 46	8776 08	1078 09	15645 47	6831 66	1059 33	693 94	79 90	1063 08	914 41	5014 18			
8093 14	8880 68	1093 04	15866 96	9944 72	1087 06	254 27	81 75	1251 23	1004 11	4938 90			
4698 55	15006 63	568 20	19668 58	10324 01	1139 87	242 59	76 02	926 77	845 82	6103 50			
8307 84	10018 28	1254 96	19481 08	9183 35	923 37	226 08	14 00	123 68	681 16	1048 44	6972 50		
19123 21	18306 10	2965 45	21384 76	16918 25	1845 61	118 69	339 72	68 37	1447 56	1380 42	9076 24		
9806 45	26228 40	1897 27	37433 12	20115 96	1546 78	195 41	347 47	15 50	1873 49	4357 80	8840 71		
6764 24	20637 24	1501 73	29103 21	12534 31	1839 46	151 77	357 59	23 97	1495 23	3994 18	8968 70		
4621 66	9501 62	1088 84	15461 02	7725 21	1100 47	522 30	120 34	41 50	1080 25	1090 12	3800 74		
5085 15	12847 85	3694 08	21536 02	11566 01	1363 61	450 28	165 80	.....	1906 81	1368 26	4728 55		
12615 43	14073 34	1579 28	29568 05	14100 08	1182 53	687 17	77 28	.....	2065 00	1344 84	10111 20		
9539 48	15474 73	919 08	25981 23	10687 54	1537 53	1148 14	134 40	.....	1168 47	1826 98	9198 30		
5760 62	16190 15	1512 42	23693 49	12305 46	1530 95	411 41	218 12	585 74	2530 00	1056 16	5074 25		
14722 65	16358 02	1779 20	32940 87	12992 75	1531 70	834 51	96 78	77 23	2989 45	453 13	13934 30		
9496 94	16233 41	2306 70	29303 05	14998 98	1891 24	600 08	808 81	6 50	1927 86	1888 74	6612 24		
9696 71	15307 14	1237 10	26300 95	10390 18	1638 48	201 04	312 35	6 28	1485 81	2588 39	9087 42		
9297 86	20194 06	918 32	31049 78	12678 02	1626 78	663 23	173 89	399 41	1728 09	3126 56	19657 78		
16270 69	17930 32	718 99	29079 91	13947 80	1511 21	239 58	270 35	.....	2061 96	571 80	10477 21		
5530 26	19756 73	1723 89	18010 98	8861 23	1052 27	575 66	67 90	20 98	1598 87	1180 75	4703 38		
4080 89	7636 62	1316 56	13814 26	8234 14	1056 23	39 18	.....	.....	379 49	841 73	3373 46		
7054 29	11956 98	1817 29	21438 51	9270 72	1167 50	442 94	75 50	20 00	2014 82	1545 29	6891 75		
7353 93	18335 73	2323 29	25011 97	11443 93	1809 37	277 07	80 01	66 09	2768 46	2860 81	5697 22		
8925 70	22610 61	2306 35	34742 66	19113 46	2313 16	355 63	271 30	4662 83	3516 08	6673 13	6638 47		
10707 71	19086 98	7373 43	37066 12	17736 14	1889 74	2921 26	25 00	.....	2478 91	8028 39	8988 68		
9280 28	18655 61	1735 76	29671 65	15180 29	1740 95	451 09	122 81	639 42	1364 99	1509 39	8672 71		
3708 15	4638 77	265 16	8907 08	4451 86	905 87	5 45	49 93	.....	548 55	489 25	2256 07		
2329 23	10674 73	611 60	14815 56	6569 20	1177 67	107 01	60 45	50 86	1020 23	2035 90	3564 19		
1418 15	12940 21	1001 78	18360 14	9039 63	1194 25	132 02	319 50	.....	751 29	1870 69	5283 73		
2945 07	24143 34	1540 82	30228 23	17296 71	1384 62	887 76	131 60	368 99	2643 12	4325 81	2206 62		
3124 26	6477 05	924 23	10525 53	5459 68	866 70	167 64	218 41	.....	346 60	959 85	2516 05		
8618 92	43563 37	817 71	52999 03	27033 68	2720 00	470 33	158 77	.....	6317 02	7939 17	8358 62		
4360 06	9407 26	614 20	14361 54	6076 63	729 14	155 02	161 43	.....	1115 38	4444 66	1679 80		
8115 09	17849 96	1339 57	27344 64	13178 89	1691 07	463 37	167 05	1 83	715 27	3854 26	7362 22		
4045 17	14655 28	4185 10	22763 61	12677 06	946 53	434 25	105 82	.....	1626 70	4282 69	2651 98		
7686 02	12253 43	864 14	21943 59	9231 04	1526 82	175 51	104 20	.....	928 06	1068 71	6915 97		
6487 77	15067 15	1466 96	22361 78	11659 90	1251 67	418 80	303 46	10 05	666 94	1546 16	7125 90		
7098 27	16984 84	1986 53	25944 64	10291 73	1392 21	84 21	23 12	151 79	3577 93	3763 15	7851 43		
4761 89	13685 84	1949 16	19706 86	10105 87	1129 35	238 13	40 70	.....	538 37	1981 51	5692 92		
5180 97	17381 80	669 27	26761 14	13174 72	1179 52	313 24	114 30	29 94	839 71	1464 49	9563 21		
5014 28	16828 28	1833 65	23676 21	9149 59	1365 40	1749 22	177 85	23 44	2408 58	2233 11	6370 02		
12112 32	14588 19	1699 94	28401 65	12788 02	1163 67	284 21	213 44	549 31	2727 23	1818 15	8843 62		
8906 40	17141 54	5091 59	31131 53	14535 06	1634 59	269 78	164 70	62 45	3150 57	2160 94	9143 44		
9436 62	21094 03	319 89	30832 81	13384 44	1435 88	409 69	106 73	429 19	2422 75	2653 84	9804 77		
4336 21	11423 93	1032 92	16782 06	8970 21	1246 97	70 61	39 30	32 60	1651 38	1186 92	3645 01		
9555 99	11415 81	1738 55	18039 85	7425 53	759 27	51 90	17 85	.....	379 38	2692 42	6212 50		
6697 67	10911 70	494 94	17974 31	7068 19	980 65	330 90	112 83	100 84	732 94	2104 48	6523 46		
4498 05	12756 80	8597 67	25852 02	11302 31	1145 75	362 68	30 00	.....	790 05	8872 42	3548 91		
6320 94	13715 69	1578 75	21815 28	9673 37	1650 04	415 15	319 17	2 15	1044 69	1157 50	7548 23		
9180 22	17828 81	1699 25	28706 28	11180 75	1662 97	578 57	180 84	115 06	1944 78	3697 29	9386 02		
7000 80	19790 80	1737 63	28417 83	12462 46	1365 33	191 52	.....	.....	3522 34	1818 78	8997 40		
3104 80	8729 86	617 16	11491 32	8057 58	918 50	50 10	79 00	.....	750 84	1228 33	2267 47		
6399 94	18102 05	907 60	27349 59	12484 01	1535 85	493 30	340 15	435 00	2761 97	1934 81	6866 00		
8946 60	13250 51	1603 84	23300 85	10756 29	1393 89	143 23	270 01	.....	1695 97	1837 03	7235 43		
6589 14	14957 80	2832 82	24379 26	11157 57	1777 77	276 35	23 85	217 61	1293 27	2726 28	6906 56		
11748 76	22411 56	2882 20	37042 54	18309 71	2151 26	281 30	250 67	.....	1175 61	3585 36	11198 63		

ABSTRACT [B]—

SCHOOL

COUNTIES.	SCHOOLHOUSE FUND							
	DEBIT.			Total debit or credit	CREDIT.			
	On hand at last report	Received from district tax.	Received from other sources		Paid for school-houses and sites.	Paid on bonds and interest.	Paid for library books.	Paid for other purposes
Lee.....	\$ 1703 74	\$ 11395 27	\$ 16100 60	\$ 33098 51	\$ 1153 43	\$ 35414 77	.....	\$ 849 12
Linn.....	8066 43	35480 44	50623 01	84149 87	36197 77	54991 35	.....	563 81
Louisa.....	2382 34	3445 91	2000 00	7828 25	5058 67	831 83	.....	1399 99
Lucas.....	1535 45	4098 74	33195 04	38814 24	19300 41	769 00	.....	689 63
Lyon.....	8918 60	13653 57	1042 99	23615 16	3683 13	10500 38	\$ 15 47	3311 44
Madison.....	1410 25	4598 65	3618 92	8627 89	4557 44	44 66	.....	36 92
Mahaska.....	1550 45	4965 77	3734 65	10170 87	3653 10	2013 98	450 12	2129 13
Marion.....	9391 94	5399 35	5638 80	20719 59	7638 13	8418 95	.....	76 66
Marshall.....	2578 19	19387 32	4572 52	26548 03	16096 11	5331 33	.....	3275 39
Mills.....	2998 98	3574 93	518 90	7087 71	742 81	3850 80	4 32	346 03
Mitchell.....	2119 30	3248 75	2290 14	7749 19	9002 00	2061 13	.....	1430 41
Monona.....	5503 23	5840 00	21457 90	32301 13	15312 88	752 84	.....	1067 23
Monroe.....	14 56	4284 41	6100 40	11847 37	2530 06	3073 07	.....	879 64
Montgomery.....	1993 78	6992 65	2733 45	11729 86	3930 87	5347 57	.....	543 39
Muscataine.....	83 01	10599 94	60 48	10682 48	59 95	8142 50	.....	5311 57
O'Brien.....	3153 10	9561 79	8637 90	21341 19	10603 59	3149 90	.....	1301 08
Oceola.....	2641 94	3318 76	1247 85	7108 55	2804 88	916 38	.....	879 87
Page.....	2484 63	5150 08	93 06	7936 77	1674 65	2995 97	39 00	1152 28
Palo Alto.....	2965 64	6375 90	23563 77	33405 21	27373 53	2458 97	.....	935 35
Plymouth.....	6481 51	7203 00	361 50	13967 01	2807 21	4596 76	.....	1454 43
Pocahontas.....	1765 54	6900 85	1665 19	10031 58	46 28 61	1298 90	.....	515 94
Polk.....	23840 44	33392 06	15098 10	71320 60	20898 84	18333 09	.....	5008 06
Pottawattamia.....	78717 00	20581 60	723 29	100121 89	5526 33	12942 50	.....	5697 59
Poweshiek.....	14040 49	7073 43	401 71	21515 55	15339 09	2108 67	.....	877 67
Ringgold.....	2694 09	6033 38	2468 24	12462 71	2921 98	5844 79	71 50	637 91
Sac.....	4482 06	7303 80	16749 79	28475 65	21661 07	2944 65	.....	1091 61
Scott.....	1504 41	52746 78	11146 94	63989 13	43413 47	2472 35	.....	14330 12
Shelby.....	8465 04	7046 91	639 45	15761 43	8182 98	4984 54	.....	492 76
Sioux.....	4996 09	8809 08	39 82	17744 43	3381 90	6573 28	.....	2375 91
Story.....	5977 15	6195 31	8913 56	21086 02	14032 70	1191 07	.....	3123 36
Tama.....	4111 08	5859 32	767 15	11037 55	1098 76	3949 92	.....	1743 83
Taylor.....	2814 78	2356 80	1431 01	6606 59	3315 00	1317 57	.....	404 95
Union.....	4090 22	3927 74	1617 16	9635 12	3996 18	1263 34	.....	384 32
Van Buren.....	1038 41	5469 61	16541 62	23049 64	12914 35	8639 37	37 80	1379 75
Wapello.....	1846 09	21843 98	1310 41	24500 41	680 91	20877 16	.....	485 95
Warren.....	3872 85	6581 54	789 50	10934 89	1916 21	3408 20	.....	433 89
Washington.....	503 29	6921 83	17991 70	25415 82	16146 96	5126 48	72 30	70 53
Wayne.....	3998 38	6439 71	18224 23	22662 32	6595 90	1933 08	.....	1662 91
Webster.....	2596 20	10748 52	739 83	13104 61	5611 23	3913 93	.....	2376 59
Winnebago.....	2670 16	2859 24	239 22	6721 62	2598 78	3223 80	.....	210 32
Winnechleek.....	3878 73	6238 76	4725 02	16892 51	6355 40	7590 72	.....	776 63
Woodbury.....	6624 91	29185 64	53599 66	89710 41	7024 36	15807 29	.....	22753 37
Worth.....	6506 30	3887 87	.....	9695 87	6078 21	1089 38	.....	100 58
Wright.....	4340 24	10879 70	893 10	15613 04	2393 61	7155 68	.....	3224 20
Totals.....	434467 13	603850 14	694908 28	1933015 53	664141 23	532296 18	2397 08	156855 09

REPORTS FOR 1900—CONTINUED.

FINANCES.

CONTINGENT FUND.

DEBIT.			Total debit or credit.	CREDIT.								
On hand at last report.	Received from district tax.	Received from other sources.		Paid for fuel, rent, repairs, insurance and janitors.	Paid secretaries and translators.	Paid for records and apparatus.	Paid for library books and dictionaries.	Paid for free text-books.	Paid for general supplies.	Paid for other purposes.	On hand.	
\$ 2509 71	\$ 25574 07	\$ 426 64	\$ 29870 42	\$ 18061 55	\$ 1578 41	\$ 261 75	\$ 230 31	\$ 34 31	\$ 2192 48	\$ 2497 18	\$ 3894 48	
7777 75	41686 49	3638 31	53103 55	33925 46	3663 15	639 28	498 43	207 06	5543 17	3796 24	6387 67	
4177 28	7990 95	1053 11	13230 34	6272 20	553 85	145 51	77 69	26 35	548 90	1321 26	8984 50	
2619 79	8390 75	1284 23	13494 77	7747 52	1057 73	191 82	27 75	28 19	685 21	630 84	3125 71	
5416 45	15023 91	980 11	24379 47	11449 62	1620 75	293 37	19 65	27 42	1595 38	1133 17	8190 11	
6175 59	14553 78	978 46	21707 83	10162 42	1158 78	32 10	208 99	...	1811 85	1183 18	7059 51	
7184 42	21511 01	647 38	29948 81	15514 39	1627 16	421 49	...	107 84	1803 20	2821 27	7537 46	
4083 29	15056 72	5879 30	24074 31	10457 40	1663 78	512 96	120 32	656 47	774 05	5826 69	4972 04	
9004 27	27696 10	2863 74	40156 11	17890 81	1521 74	881 39	64 15	940 42	4216 43	602 15	8689 08	
4085 65	12396 80	2435 72	19658 17	9128 26	1536 69	580 49	15 90	15 01	1829 62	1890 43	4954 67	
4004 85	11097 61	2601 17	18563 63	10872 24	947 41	110 46	42 54	...	1126 99	1175 25	4319 74	
5394 24	12935 65	2294 38	20374 27	10355 65	978 90	82 85	201 05	4 15	2446 26	525 18	5090 23	
3380 63	7064 25	511 29	10975 17	5643 10	976 98	366 09	44 50	34 83	439 73	753 47	3727 54	
5090 10	15672 99	3755 18	24488 27	14530 75	1015 18	251 04	64 50	...	2461 19	2076 66	4088 95	
11972 05	19000 89	2396 84	33269 78	18984 77	1563 75	626 37	194 70	2038 33	1593 70	923 17	6443 69	
3424 39	17351 23	4307 06	25094 90	12425 15	1402 60	548 88	130 75	3 24	3009 19	1696 72	5689 37	
4512 59	7802 59	1180 70	12994 88	5536 93	852 00	256 42	7 00	116 15	621 42	1755 11	3949 85	
5720 62	16234 04	3513 18	24636 84	12598 46	1856 24	471 59	70 70	406 16	1853 50	3590 66	4489 68	
6325 60	9724 96	2496 90	18456 55	9500 44	1003 34	459 03	257 22	180 67	601 08	2553 78	3873 93	
11707 82	17272 70	962 86	29973 39	13893 41	2282 50	143 97	133 98	...	897 64	2827 26	9794 63	
7452 15	10915 24	2120 02	20487 51	11415 11	1320 13	473 18	329 60	...	1103 68	490 25	5356 56	
10806 79	77127 85	9947 55	103994 19	65118 31	3514 27	1471 59	330 53	4525 26	4673 57	14501 49	9859 18	
12120 99	44807 48	11546 31	68483 78	32071 13	2317 53	1500 80	1712 29	774 84	5691 44	5814 91	18600 84	
8616 20	17668 53	1870 78	26155 61	13422 06	1078 25	104 18	269 15	87 96	2966 31	1668 84	8530 76	
6363 97	12271 88	736 12	19421 97	8970 08	1144 90	682 37	39 00	507 99	603 23	1325 48	6148 43	
9029 91	13265 45	800 91	23396 37	10221 76	1136 14	215 59	76 57	70 35	984 19	2877 80	7574 37	
7919 45	44722 25	8943 23	61583 93	33709 72	2615 66	397 19	177 78	1 60	5096 51	12005 69	7686 79	
7681 66	13467 04	2113 07	22261 77	11144 37	1597 72	122 53	473 15	...	1908 34	1296 14	6749 52	
10580 51	24064 55	2087 17	26741 23	16786 85	2272 42	362 32	146 61	138 54	2479 04	3950 28	10605 17	
9349 28	14887 84	1853 63	25090 75	11711 86	1418 12	297 76	190 46	8 00	2096 94	2508 67	6564 04	
10414 54	19023 85	1673 38	31111 77	12094 12	2181 51	1102 60	143 69	761 71	2229 00	3123 35	10518 79	
4120 54	15635 15	905 03	20659 72	10895 30	1508 06	835 61	145 08	...	1101 69	1828 88	4745 13	
5612 21	16205 67	2463 90	24282 88	12519 83	1183 49	96 05	34 50	...	2615 80	3478 35	4155 86	
4697 94	8357 06	545 37	13600 39	6313 37	1009 23	192 54	22 95	4 00	563 62	980 56	4573 92	
4091 47	20956 68	1156 06	26204 11	9610 37	1178 09	428 68	110 25	16 70	4761 14	5976 71	4113 17	
5808 51	12163 01	1494 29	19635 81	8354 11	1361 28	60 63	104 54	5 00	1834 79	1469 69	6465 72	
5972 92	14790 75	795 69	21559 36	10443 00	132 85	290 45	149 00	72 15	559 18	2241 55	5418 18	
4480 66	8897 41	3690 18	17377 25	7977 00	968 77	384 17	94 ...	...	1189 80	3909 66	2929 91	
6825 05	19803 29	1739 89	27873 23	16413 15	1667 59	689 79	504 88	32 91	1102 99	959 18	6306 74	
2759 86	10091 78	2370 47	16122 11	8365 99	999 00	1326 22	375 67	517 07	958 01	1923 18	1746 97	
5676 96	12581 78	1815 53	19574 27	10532 18	1220 83	616 69	125 12	107 95	216 68	1132 27	5502 55	
18711 11	89137 48	28007 50	96846 09	40396 97	2133 44	138 55	437 84	325 08	6509 00	30164 78	6743 43	
6836 22	5514 26	148 48	12051 06	6731 91	449 58	373 02	20 95	...	232 72	850 10	3393 78	
7585 80	18832 54	2925 43	29843 86	15269 86	1110 13	553 98	810 20	...	1784 49	1768 74	8546 46	
70841 07	1073388 91	234340 19	2617970 17	1232340 35	142367 61	43305 06	16705 36	23219 04	182251 40	279239 14	648522 21	

ABSTRACT [C]—

EXAMINATION

COUNTIES.	1st grade certifi- cates issued.		2d grade certifi- cates issued.		3d grade certifi- cates issued.		Special certifi- cates issued.		Kind'g'rtn certifi- cates issued.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Adair.....	7	39	13	71	19	136				
Adams.....	14	30	30	106				2		
Allamakee.....	5	6	9	48	52	165	1			
Appanoose.....	10	10	55	104	18	96		20		
Audubon.....	7	22	15	47	18	98		1		
Benton.....	9	21	31	175		2		1		
Black Hawk.....	4	19	35	170		6		4		
Boone.....	21	22	82		28	169	1	2		
Bremer.....	2	26	8	106						
Buchanan.....	1	12	71		18	96		6		14
Buena Vista.....	5	27	122							
Butler.....	3	28	21	140				4		
Calhoun.....	8	41	18	96	5	66		1		
Carroll.....	13	63	26	116			1			
Cass.....	5	26	17	103	30	140		1		
Cedar.....	10	35	15	105		4		1		
Cerro Gordo.....	10	13	14	132	11	61	2	11		
Cherokee.....	8	29	26	118	7	58				
Chickasaw.....	6	21	14	68	5	117		1		
Clarke.....	3	17	15	56	14	92				
Clay.....	10	26	28	121	8	89		1		
Clayton.....	6	22	20	119	16	68	5	7		
Clinton.....	6	20	15	162	12	141	1	6		
Crawford.....	15	34	22	156	12	86				
Dallas.....	6	23	30	101	37	104				
Davis.....	7	8	32	57	26	58		1		
Decatur.....	7	17	24	66	17	77				
Delaware.....	4	26	15	142						
Des Moines.....	4	13	6	65	11	95	8	7		7
Dickinson.....		3	14	94		11				
Dubuque.....	1	2	12	110	3	133	3	3		
Emmet.....	2	10	8	51	3	34		2		
Fayette.....	1	19	14	156	3	39	6	17		
Floyd.....	2	26	10	103						
Franklin.....	6	27	16	93	10	70	2			
Fremont.....	9	13	15	90	22	101				
Greene.....	6	4	14	83	20	125		3		
Grundy.....	2	10	10	55	37	117				
Guthrie.....	9	31	17	92	22	72				
Hamilton.....	4	3	4	48	32	195	2	5		3
Hancock.....	7	19	37	215						
Hardin.....	7	11	11	82	14	104		6		
Harrison.....	12	59	14	166			2	2		
Henry.....	7	20	87	175				1		
Howard.....	5	18	14	110	11	70	6	13		
Humboldt.....	2	13	12	79	9	57				
Ida.....	3	20	3	49	4	36				
Iowa.....	18	32	24	104	11	53				
Jackson.....	4	18	7	112	6	80				
Jasper.....	7	24	39	213						

REPORTS FOR 1900.

OF TEACHERS.

Total number issued.		Applicants rejected.		Applicants examined.		Different persons licensed.		Av. age of applicants.		No experience in teaching.		Taught less than one year.		Holding state certificates or diplomas.	
Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
39	236	3	83	42	269	37	105	23	22	7	25	7	35	3	2
44	198	5	91	49	239	33	127	22	20	3	10	4	21	0	0
67	219	6	13	73	232	69	221	21	20	10	50	8	44	3	3
83	230	....	10	83	240	73	181	26	23	9	32	20	44	4	2
40	168	1	52	41	230	35	123	26	21	2	23	7	46	2	1
42	199	4	53	46	252	37	182	25	22	4	22	8	28	7	13
42	199	15	92	57	291	41	197	23	21	15	36	9	22	21	65
53	274	8	30	61	304	51	232	22	22	2	13	12	32	1	22
10	131	1	8	11	139	7	110	29	24	2	43	2	43	4	1
32	187	15	66	47	253	28	165	25	23	4	25	8	38	6	12
18	149	4	41	22	190	10	143	21	22	4	36	4	31	2	3
24	172	5	45	29	217	21	155	23	22	8	18	4	15	10	11
31	206	1	16	32	222	24	156	25	22	2	40	15	86	2	10
40	179	5	36	45	215	28	122	23	21	3	16	3	20	7	8
52	269	5	45	57	314	44	213	24	20	5	34	4	60	10	17
25	145	4	73	29	218	25	137	24	22	6	22	6	30	8	6
37	217	7	49	44	266	33	190	20	23	5	33	4	25	4	7
41	205	5	61	46	266	31	167	25	22	3	14	4	11	4	17
25	207	3	17	28	224	25	207	23	21	3	18	4	22	2	6
32	165	5	43	37	208	23	131	23	23	3	16	5	18	2	4
44	187	4	35	48	222	35	150	23	20	10	44	11	50	2	7
47	216	22	57	69	273	36	166	22	21	10	22	3	25	2	3
34	329	2	75	36	404	34	313	30	24	5	66	4	33	5	14
49	277	2	30	51	307	39	238	25	22	11	43	12	80	6	2
72	222	2	15	74	243	61	106	25	23	15	23	30	44	9	13
65	124	8	17	73	141	69	97	24	23	19	27	5	15	3	1
48	160	1	41	49	201	44	125	27	25	10	39	2	25	1	1
19	168	4	28	23	196	15	140	24	20	3	27	7	40	1	1
29	187	1	6	30	193	29	180	23	27	4	36	5	31	10	43
14	108	....	10	14	118	14	108	20	19	1	16	1	27	3	7
19	255	1	37	20	292	17	218	35	24	0	24	0	8	6	7
13	97	....	11	18	108	12	87	26	22	2	23	3	32	4	8
24	231	1	60	25	291	24	231	25	24	3	37	7	22	2	4
12	129	3	47	15	176	10	93	24	24	2	0	0	19	5	15
34	190	9	37	43	227	26	167	23	23	9	22	10	34	2	9
46	204	22	41	68	246	41	154	23	20	8	18	12	31	5	7
40	215	6	137	46	352	37	175	24	21	6	32	4	35	5	9
49	182	8	12	57	194	40	144	24	23	12	30	8	41	7	8
48	195	....	2	48	197	38	177	23	21	9	27	13	45	7	7
42	259	10	28	52	287	34	151	28	24	3	19	0	16	3	6
44	234	6	25	50	259	48	161	24	21	6	32	10	22	1	6
32	203	3	47	35	250	30	143	20	22	4	20	5	55	5	14
28	227	....	22	28	249	15	197	26	20	4	51	6	84	5	9
44	195	2	43	46	239	41	170	25	22	9	44	9	38	5	3
36	210	12	80	48	290	36	210	22	21	5	50	7	34	2	7
33	149	2	38	25	187	23	139	24	22	1	19	3	18	3	5
10	106	4	16	14	121	25	94	24	24	2	8	4	14	4	4
53	190	8	32	61	222	46	179	24	23	4	29	18	36	5	6
17	210	1	18	18	228	17	203	31	24	2	47	3	61	6	4
46	237	27	128	73	305	39	213	23	23	7	46	10	39	4	9

ABSTRACT [C]—

EXAMINATION

COUNTIES.	1st grade certifi- cates issued.		2d grade certifi- cates issued.		3d grade certifi- cates issued.		Special certifi- cates issued.		Kind'g'tn certifi- cates issued.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Jefferson.....	4	7	21	60	15	130		1		
Johnson.....	7	67	44	256						
Jones.....	5	23	27	190				1		
Keokuk.....	15	21	51	208				2		
Kossuth.....	14	28	30	176				3		
Lee.....	3	6	23	197	4	8	2	5		
Linn.....	5	3	15	140	24	186	1	2		
Louisa.....	5	28	13	70	31	60		1		
Lucas.....	1	17	20	187						
Lyon.....	13	23	25	85	4	28	3	2		4
Madison.....	4	15	13	133	17	85				
Mahaska.....	3	7	24	94	23	161				2
Marion.....	4	2	12	75	26	122				
Marshall.....	2	16	55	266			3	45		
Mills.....	3	20	11	56	18	75	1	1		1
Mitchell.....	1	9	27	197				1		
Monona.....	8	20	16	147	6	54				
Monroe.....	6	8	10	43	9	119				
Montgomery.....	3	33	20	101	11	58		2		
Muscatine.....	5	11	6	19	11	120				
O'Brien.....		33	18	109	1	4		6		
Osceola.....		6	10	33	22	91		4		1
Page.....	3	12	25	100	15	94	1	3		
Palo Alto.....		6	16	78	14	113				
Plymouth.....	11	42	25	157	2	27				5
Pocahontas.....	10	41	19	86	9	45		6		21
Polk.....	3	22	42	244			17	228		11
Pottawattamie.....	8	109	25	238			3	11		8
Poweshiek.....	13	28	22	85	17	98	3	5		
Ringgold.....	6	10	20	55	17	112		1		
Sac.....	6	25	23	102	8	107				2
Scott.....	9	4	31	265			7	20		
Shelby.....	18	23	59	149	1	5		7		
Sioux.....	21	45	27	122	21	87				
Story.....	4	17	50	168	2	24		2		
Tama.....	14	32	31	167	12	78				
Taylor.....	19	45	28	116						
Union.....	8	57	10	124	5	58	2	1		4
Van Buren.....	4	16	34	133	11	48				
Wapello.....	2	17	19	181	9	97	1	8		
Warren.....	6	7	16	61	19	140				
Washington.....	6	23	28	180						
Wayne.....	6	9	40	88	33	100				
Webster.....	6	23	13	130	24	149	1			
Winnebago.....	6	17	19	63	9	44		2		
Winnebleshiek.....	8	5	34	131	16	61		5		
Woodbury.....	17	83	17	201			7			
Worth.....	4	15	22	72						
Wright.....	7	34	9	68	26	106				
Totals.....	674	2243	2125	11708	1061	6167	94	502		88

*Average.

REPORTS OF 1900—CONTINUED.
OF TEACHERS.

Total number issued.		Applicants rejected.		Applicants examined.		Different persons licensed.		Av. age of applicants.		No experience in teaching.		Taught less than one year.		Holding state certificates or diplomas.	
Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
40	198	3	26	42	224	25	136	26	22	6	39	13	44	3	4
51	323	2	78	54	306	51	323	32	21	13	36	15	76	2	11
22	213	8	76	40	286	24	184	23	22	6	37	7	29	5	2
66	239	44	129	110	358	51	162	28	24	5	52	3	12	8	6
44	207	6	75	50	263	40	180	24	22	5	35	9	47	10	8
22	216	1	2	32	218	30	200	30	26	1	6	8	29	7	6
45	331	5	114	60	445	45	323	37	26	11	66	7	47	5	10
48	159	6	16	54	175	41	97	27	25	6	24	7	29	2	5
21	304	5	23	23	296	15	120	26	26	6	6	4	16	1	3
44	152	13	35	56	187	41	133	27	21	10	22	0	10	8	10
34	233	4	30	38	263	28	140	25	21	6	31	10	46	1	5
50	265	7	40	57	305	43	219	24	23	8	36	3	32	9	6
42	199	4	37	46	236	30	176	24	22	6	30	7	45	6	4
60	337	8	90	68	417	38	221	25	24	2	28	8	32	7	19
33	153	6	22	39	175	22	136	22	23	4	22	4	11	5	13
28	207	1	27	29	234	23	148	24	20	6	25	13	41	6	6
20	221	1	11	31	232	25	133	21	22	6	45	4	33	2	1
25	170	2	55	37	225	20	120	24	22	2	8	2	8	3	6
34	135	9	31	43	236	23	165	23	22	6	35	6	8	2	8
22	150	7	26	29	176	22	146	24	22	11	48	2	65	8	1
29	152	.....	18	29	170	26	149	26	22	6	30	3	12	4	12
26	135	5	15	40	150	23	88	25	22	6	20	8	40	2	3
44	209	20	69	64	278	15	250	24	21	5	45	10	80	4	10
30	197	3	51	33	248	12	172	27	21	2	34	2	48	2	5
38	226	4	42	42	268	40	279	25	22	2	40	5	82	3	3
40	183	9	51	49	234	36	156	25	23	9	45	6	30	6	9
67	513	24	139	91	652	67	513	23	24	7	38	4	41	15	49
26	367	8	42	44	409	26	322	25	21	6	52	9	60	13	25
55	214	5	39	60	243	51	189	23	24	5	10	12	81	6	4
43	178	6	13	49	191	32	140	24	23	4	18	2	17	4	1
36	236	4	69	40	305	32	194	28	23	4	32	7	72	3	4
47	289	.....	10	47	290	42	253	33	23	2	34	.....	8	10	2
78	184	4	26	82	210	40	139	25	22	10	38	13	41	2	5
69	254	10	70	79	324	69	234	25	24	15	33	19	58	6	8
56	211	14	119	70	330	49	170	24	22	4	9	6	23	6	10
57	263	5	86	62	369	43	287	22	21	9	71	8	54	2	9
47	161	3	60	50	221	18	100	25	21	3	10	3	13	5	6
25	244	10	44	25	288	19	204	27	25	4	40	2	20	2	3
49	197	6	3	55	200	43	153	24	22	21	39	14	24	4	1
22	306	8	34	40	337	32	303	23	23	5	33	2	30	2	13
44	206	4	41	48	249	39	188	27	22	4	30	8	63	2	3
34	203	12	76	46	279	28	164	27	23	6	24	7	34	4	7
79	206	6	31	85	337	63	157	25	21	7	19	8	31	3	1
44	301	8	57	52	358	37	210	24	22	7	17	8	33	9	12
34	136	2	18	36	144	29	109	23	21	6	28	4	16	4	8
56	202	20	88	78	290	38	175	25	23	3	2	18	57	4	5
41	284	5	38	46	322	33	246	31	30	4	60	3	40	4	12
26	87	7	10	33	97	19	72	30	20	10	30	14	23	1	0
42	201	1	40	43	241	38	166	25	23	14	45	6	19	6	8
3654	20703	638	4286	4532	25069	8461	17573	*25	*22	598	2062	689	3525	468	817

ABSTRACT [D].

VISITATION OF SCHOOLS, APPEALS, ETC., 1900.

COUNTIES.	VISITATION OF SCHOOLS.		EDUCATIONAL MEETINGS.			APPEALS.	C'MPN-SATION OF CO. SUPT.	COLLEGES AND PRIVATE SCHOOLS			
	Schools visited by county superintendent.	Visits made during the year.	County association.	Township meetings held.	Educational meetings held.			Number.	Teachers employed.	Students attending.	Number of graduates.
Adair.....	100	100	No..	Yes..	12		1230				
Adams.....	101	101	Yes..	Yes..	2		1250	1			22
Allamakee.....	122	142	No..	Yes..	9	1-2	1125	2	9	103	6
Appanoose.....	61	61	No..	Yes..	3		1252			250	
Audubon.....	28	28	Yes..	No..			1248				
Benton.....	300	300	Yes..	Yes..	40		1244	5	18	590	32
Black Hawk.....	160	174	Yes..	No..	10		1250	3	59	2294	224
Boone.....	47	52	Yes..	Yes..	14		1236		4	172	8
Bremer.....	125	125	Yes..	Yes..	7		1216	15	19	648	168
Buchanan.....	94	102	No..	No..	16		1248	3	12	200	
Buena Vista.....	149	220	Yes..	Yes..	4		1270	1	6	200	15
Butler.....	97	109	Yes..	No..	10		1253				
Calhoun.....	175	175	Yes..	No..	2		1228				
Carroll.....	17	17	Yes..	No..	5		1252	8	21	1094	
Cass.....	50	50	Yes..	Yes..	30		1244	1	7	175	10
Cedar.....	28	39	Yes..	No..	2		1226	1	2	26	7
Cerro Gordo.....	86	92	Yes..	Yes..	26		1244	6	25	562	5
Cherokee.....	175	214	Yes..	Yes..	19		1243	2	4	180	
Chickasaw.....	143	153	Yes..	No..	3		1200	4	13	415	6
Clarke.....	61	65	Yes..	Yes..	2		1240				
Clay.....	141	166	Yes..	No..	5		1164				
Clayton.....	124	129	Yes..	No..	8		1200	6	16	499	
Clinton.....	75	75	No..	Yes..	5		1243	9	61	1253	75
Crawford.....	53	55	Yes..	Yes..	21		1243	1	12	320	23
Dallas.....	110	120	Yes..	Yes..	60		1224	1	4	75	4
Davis.....	60	72	Yes..	No..	10		1243	1	5	312	24
Decatur.....	63	63	Yes..	No..	1		1222	1	6	85	3
Delaware.....	140	150	Yes..	No..	5	2	1226	3	19	473	10
Des Moines.....	70	75	Yes..	No..	2	1	1252	6	26	1120	60
Dickinson.....	83	192	Yes..	Yes..	8		920				
Dubuque.....	98	104	No..	No..	5		1478	28	176	3066	296
Emmet.....	93	104	Yes..	No..	3		980				
Fayette.....	151	151	Yes..	Yes..	9		1243	1	28	425	14
Floyd.....	67	102	No..	Yes..	8		1250	2	22	648	68
Franklin.....	109	123	No..	Yes..	6		1240				
Fremont.....	163	213	Yes..	No..	2	1	1248	1	13	157	7
Greene.....	180	180	Yes..	Yes..	5		1243	1	3	62	3
Grundy.....	152	171	No..	No..	15		1250				
Guthrie.....	75	100	Yes..	Yes..	47	1	1253				
Hamilton.....	98	104	Yes..	No..	4		1212	1	7	187	11
Hancock.....	143	171	No..	Yes..	23		1200				
Hardin.....	96	120	Yes..	Yes..	9		1212	3	19	415	21
Harrison.....	90	90	Yes..	No..	5	2	1240	1	4	253	23
Henry.....	49	52	Yes..	Yes..	7		1224	8	44	1087	51
Howard.....	100	150	No..	Yes..	6	1	1230	2	6	201	3
Humboldt.....	88	136	Yes..	No..	3		1226	1	24	353	23
Ida.....	129	258	Yes..	Yes..	17		1230				
Iowa.....	80	104	Yes..	Yes..	10	1	1243	3	3	126	
Jackson.....	56	74	Yes..	Yes..	7	1	1243				
Jasper.....	38	38	Yes..	No..	10		1253	1	4	94	5

ABSTRACT [D]—CONTINUED.

VISITATION OF SCHOOLS, APPEALS, ETC., 1900.

COUNTIES.	VISITATION OF SCHOOLS.		EDUCATIONAL MEETINGS.			AP-PEALS	COM-PEN-SATION OF CO. SUPT.	COLLEGES AND PRIVATE SCHOOLS				
	Schools visited by county su-perintendent.	Visits made dur-ing the year.	County associa-tion.	Township meet-ings held.	Educational meetings held.	Cases decided by county super-intendent.		Received for offi-cial services from Oct. 1, 1899, to Oct. 1, 1900.	Number.	Tea-chers em-ployed.	Students attend-ing.	Number of grad-uates.
Jefferson.....	80	82	Y-s.	No...	2	.....	\$	1186	3	26	408	13
Johnson.....	117	117	Yes..	Yes..	22	.....		1200	2	108	1629	260
Jones.....	90	91	Yes..	No...	.....	.....		1146	.....	.....	.....	.....
Keokuk.....	157	225	Yes..	Yes..	8	.....		1252	.....	.....	.....	.....
Kossuth.....	81	96	No...	Yes..	8	.....		1258	3	9	189	.....
Lee.....	62	72	No...	Yes..	2	.....		1236	4	18	482	21
Linn.....	50	65	Yes..	No...	4	.....		1252	6	76	1719	94
Louisa.....	51	69	Yes..	Yes..	9	.....		1245	.....	.....	.....	.....
Lucas.....	40	98	Yes..	No...	4	.....		1092	.....	.....	.....	.....
Lyon.....	108	111	Yes..	No...	16	.....		1244	.....	.....	.....	.....
Madison.....	133	134	Yes..	Yes..	9	.....		1252	1	2	30	8
Mahaska.....	8	10	No...	Yes..	19	.....		1248	3	15	413	30
Marion.....	96	96	Yes..	Yes..	11	.....		1240	1	12	285	2
Marshall.....	96	104	Yes..	No...	6	.....		1252	.....	.....	.....	.....
Mills.....	92	147	Yes..	No...	14	.....		1237	.....	.....	.....	.....
Mitchell.....	94	98	Yes..	No...	8	.....		1133	2	14	339	38
Monona.....	147	190	Yes..	Yes..	3	.....		1248	1	5	110	1
Monroe.....	80	80	Yes..	No...	2	.....		1220	.....	.....	.....	.....
Montgomery.....	90	120	No...	Yes..	20	.....		1246	.....	.....	.....	.....
Muscatine.....	42	47	Yes..	Yes..	3	.....		1248	1	9	111	8
O'Brien.....	144	231	Yes..	No...	9	.....		1216	1	2	96	16
Osceola.....	108	193	Yes..	No...	8	.....		1172	5	7	206	18
Page.....	185	300	Yes..	No...	18	.....		1240	1	10	217	15
Palo Alto.....	158	335	Yes..	Yes..	38	.....		1216	2	10	407	6
Plymouth.....	184	197	Yes..	No...	9	.....		1268	5	19	785	7
Pocahontas.....	107	107	Yes..	No...	9	.....		1248	.....	.....	.....	.....
Polk.....	250	260	Yes..	Yes..	12	.....		1500	13	192	6918	646
Pottawattamie.....	82	88	No...	No...	72	.....		1240	4	22	715	13
Poweshiek.....	67	72	No...	No...	33	.....		1228	1	33	468	67
Ringgold.....	86	86	Yes..	No...	16	.....		1240	.....	.....	.....	.....
Sac.....	121	128	Yes..	Yes..	9	.....		1244	1	7	147	2
Scott.....	108	112	Yes..	No...	1	.....		1476	13	71	1642	31
Shelby.....	40	50	Yes..	Yes..	9	.....		1246	2	5	175	.....
Sioux.....	103	127	Yes..	Yes..	59	.....		1373	7	27	1013	33
Story.....	175	175	Yes..	Yes..	31	.....		1200	1	62	935	71
Tama.....	35	42	Yes..	No...	3	.....		1220	4	22	472	20
Taylor.....	150	150	Yes..	Yes..	10	.....		1252	.....	.....	.....	.....
Union.....	122	385	Yes..	Yes..	10	.....		1252	1	4	240	.....
Van Buren.....	45	48	Yes..	Yes..	2	.....		1240	.....	.....	.....	.....
Wapello.....	15	15	No...	Yes..	2	.....		1248	3	10	663	52
Warren.....	95	100	Yes..	No...	7	.....		1232	2	24	680	28
Washington.....	100	105	Yes..	Yes..	1	.....		1252	4	9	85	7
Wayne.....	88	103	Yes..	No...	3	.....		1244	.....	.....	.....	.....
Webster.....	117	126	Y. s.	No...	8	.....		1248	4	18	732	36
Winnebago.....	93	198	Yes..	No...	2	.....		1240	.....	.....	.....	.....
Winnebush.....	55	55	No...	No...	4	.....		1228	6	41	1316	66
Woodbury.....	150	170	Yes..	No...	9	.....		1400	9	49	1402	8
Worth.....	95	220	Yes..	Yes..	20	.....		1240	.....	.....	.....	.....
Wright.....	32	32	Yes..	No...	8	.....		861	.....	.....	.....	.....
Totals.....	9912	12343	.....	.....	1128	.....	43 \$	1222	250	1655	42012	2863

ABSTRACT [D]—CONTINUED.

SUMMARY OF SUPERINTENDENTS' WORK, 1900.

COUNTIES.	Schoolrooms.	Separate visits to schools.	Teachers necessary.	Applicants examined.	Certificates granted.	COUNTIES.	Schoolrooms.	Separate visits to schools.	Teachers necessary.	Applicants examined.	Certificates granted.
Adair.....	167	100	168	311	375	Jones.....	183	91	184	328	245
Adams.....	137	101	137	278	182	Keokuk.....	203	225	305	468	295
Allamakee.....	154	142	155	305	286	Kossuth.....	258	96	260	332	251
Appanoose.....	185	61	195	323	313	Lee.....	210	72	221	251	243
Audubon.....	126	28	126	261	208	Linn.....	365	65	375	495	376
Benton.....	231	300	236	298	241	Louisia.....	113	69	116	229	207
Black Hawk.....	237	174	240	348	241	Lucas.....	126	98	126	262	225
Boone.....	213	53	224	365	327	Lyon.....	159	111	158	243	196
Bremer.....	135	185	130	150	141	Madison.....	164	134	167	301	267
Buchanan.....	189	103	189	300	219	Mahaska.....	226	10	229	362	215
Buena Vista.....	179	220	184	213	167	Marion.....	192	98	198	282	241
Butler.....	181	109	183	246	198	Marshall.....	226	104	236	485	387
Calhoun.....	179	175	184	254	237	Mills.....	134	147	137	214	186
Carroll.....	163	17	188	260	219	Mitchell.....	136	98	139	263	225
Cass.....	199	50	201	371	321	Monona.....	177	190	185	263	251
Cedar.....	175	89	183	247	170	Monroe.....	125	80	126	252	195
Cerro Gordo.....	196	92	200	310	254	Montgomery.....	160	120	161	269	229
Cherokee.....	175	214	180	312	246	Muscataine.....	162	47	179	205	172
Chickasaw.....	148	153	153	252	332	O'Brien.....	185	281	188	199	181
Clarke.....	126	65	128	246	197	Osceola.....	106	193	107	190	179
Clay.....	152	165	156	270	231	Page.....	187	300	187	342	253
Clayton.....	226	139	234	342	268	Palo Alto.....	160	335	161	281	227
Clinton.....	294	75	308	440	363	Plymouth.....	216	197	216	310	264
Crawford.....	214	55	218	356	336	Pocahontas.....	163	107	167	283	223
Dallas.....	214	120	212	317	300	Polk.....	488	260	495	744	580
Davis.....	123	72	123	214	189	Pottawattamie.....	389	88	400	453	403
Decatur.....	156	63	159	250	208	Poweshiek.....	180	72	184	303	269
Delaware.....	165	150	167	219	187	Ringgold.....	161	86	163	240	221
Des Moines.....	213	75	213	253	216	Sac.....	169	128	175	345	272
Dickinson.....	96	122	98	132	122	Scott.....	254	112	280	346	336
Dubuque.....	258	104	253	312	274	Shelby.....	175	50	179	292	262
Emmet.....	95	104	98	121	110	Sioux.....	239	127	239	403	323
Fayette.....	240	151	243	316	255	Story.....	195	175	195	400	267
Floyd.....	162	102	162	191	141	Tama.....	227	42	243	431	340
Franklin.....	168	123	169	270	224	Taylor.....	167	150	167	271	208
Fremont.....	164	213	163	313	250	Union.....	164	385	171	323	269
Greene.....	172	180	178	298	255	Van Buren.....	150	48	150	255	246
Grundy.....	148	171	153	251	231	Wapello.....	220	15	225	377	305
Guthrie.....	191	100	193	245	243	Warren.....	171	100	175	297	252
Hamilton.....	178	104	181	339	301	Washington.....	177	103	176	325	237
Hancock.....	158	171	162	309	278	Wayne.....	155	103	162	222	225
Hardin.....	204	120	204	285	235	Webster.....	240	126	240	410	345
Harrison.....	207	90	210	277	265	Winnebago.....	116	198	121	180	160
Henry.....	137	52	147	265	240	Winneshek.....	179	55	158	368	260
Howard.....	123	150	129	338	248	Woodbury.....	372	170	382	368	365
Humboldt.....	140	136	140	212	172	Worth.....	106	229	107	130	113
Ida.....	129	258	136	135	115	Wright.....	186	32	190	294	243
Iowa.....	178	104	178	283	243	Totals.....	18391	12343	18906	29671	24657
Jackson.....	196	74	203	246	227						
Jasper.....	240	38	238	438	283						
Jefferson.....	123	82	125	267	238						
Johnson.....	216	117	220	452	374						

ABSTRACT [D]—CONTINUED.

SUMMARY CONDITION OF SCHOOLHOUSES, 1900.

COUNTIES.	New schoolhouses.	Whole number.	Good.	Fair.	Poor.	Without suitable and separate outbuildings for each sex.	Schoolhouses provided with flags.	COUNTIES.	New schoolhouses.	Whole number.	Good.	Fair.	Poor.	Without suitable and separate outbuildings for each sex.	Schoolhouses provided with flags.
Adair.....	3	146	97	36	13	6	80	Jones.....	1	140	55	72	13	20	98
Adams.....	1	110	88	10	12	8	100	Keokuk.....	4	146	90	45	11	80	
Allamakee.....	1	130	91	38	3	15		Kossuth.....	1	221	170	27	24	120	25
Appanoose.....	2	136	76	24	36	5	12	Lee.....	2	128	37	62	29	3	25
Audubon.....	1	111	87	14	10	55		Linn.....	3	202	157	40	5		
Benton.....	4	187	127	50	10	22	50	Louisa.....	5	88	57	27	4	12	40
Black Hawk.....	7	157	101	49	7	10	149	Lucas.....	12	97	58	28	11		35
Boone.....	1	113	90	17	6	12	45	Lyon.....	1	131	103	23	5	33	
Bremer.....	1	149	104	44	1	3	13	Madison.....	8	139	81	56	2		80
Buchanan.....	4	143	100	20	23	3	20	Mahaska.....	6	161	90	60	11	15	
Buena Vista.....	3	148	102	33	13	2		Marion.....	6	151	100	31	20	10	13
Butler.....	2	148	75	68	5	5	48	Marshall.....	2	157	80	45	32		75
Calhoun.....	2	143	136	6	1	135		Mills.....	2	92	76	13	3	6	34
Carroll.....	1	153	50	75	28			Mitchell.....	1	109	97	8	4	15	42
Cass.....	1	145	81	61	3			Monona.....	3	147	100	44	3	2	35
Cedar.....	1	146	46	59	41			Monroe.....	1	99	45	40	14		8
Cerro Gordo.....	4	114	137	5	2	4	100	Montgomery.....	1	114	99	15			100
Cherokee.....	1	122	95	23	4	5	73	Muscatine.....	1	103	99	3	10		
Chickasaw.....	1	107	80	22	5	16		O'Brien.....	1	139	62	67	10		139
Clarke.....	2	133	89	36	8	15	30	Osceola.....	2	95	82	11	2	3	78
Clay.....	3	182	160	20	2	4	105	Page.....	1	134	102	28	6		130
Clayton.....	9	186	94	66	26	175		Palo Alto.....	1	131	91	23	17		
Clinton.....	4	177	144	31	2	15		Plymouth.....	1	178	118	50	10		80
Crawford.....	2	154	129	21	4	25	70	Pocahontas.....	10	143	120	20	3	2	70
Dallas.....	4	104	88	11	5	5	25	Polk.....	3	190	168	14	8	4	50
Davis.....	4	123	70	44	9	15	15	Pot'wat'mle.....	7	261	166	80	15	8	230
Decatur.....	2	140	123	13	4	3	47	Poweshiek.....	2	145	92	47	6	10	45
Delaware.....	1	98	81	13	4			Ringgold.....	10	135	80	40	15		45
Des Moines.....	2	82	50	20	12	4	13	Sac.....	1	141	54	80	7	18	
Dickinson.....	3	149	116	28	5	4	48	Scott.....	4	125	102	20	3	12	125
Dubuque.....	4	79	67	7	5			Shelby.....	3	146	80	46	20	4	140
Emmet.....	3	120	105	55	30	3	65	Stoux.....	3	188	149	32	7		15
Fayette.....	4	125	88	16	21	112		Story.....	4	150	95	42	13		65
Floyd.....	2	145	111	28	6	2	78	Tama.....	2	181	142	24	15		90
Franklin.....	2	134	42	70	12	1	30	Taylor.....	4	132	82	30	20		
Fremont.....	2	145	98	38	9	8	125	Union.....	6	122	28	82	12	2	60
Greene.....	2	128	92	31	5	5	100	Van Buren.....	4	115	74	31	10	16	52
Grundy.....	2	154	125	25	4	80		Wapello.....	1	116	92	20	4		65
Guthrie.....	1	144	32	81	31	52	48	Warren.....	4	144	34	40	70		35
Hamilton.....	4	133	125		8	8	56	Washington.....	2	136	50	43	43	10	75
Hancock.....	4	151	82	50	19		90	Wayne.....	1	125	80	40	5		60
Hardin.....	3	157	100	31	26			Webster.....	3	191	105	67	19	8	63
Harrison.....	2	107	75	28	4	15		Winneshago.....	1	93	54	35	4	4	12
Henry.....	2	106	62	38	6			Winneshiek.....	2	148	60	54	34		
Howard.....	2	112	39	64	9	12	2	Woodbury.....	2	217	187	22	8	7	
Humboldt.....	2	106	70	36		40		Worth.....	1	94	77	13	4		85
Ida.....	2	141	90	36	15	2	87	Wright.....	1	140	134	4	2		20
Iowa.....	3	154	68	70	16	140		Totals.....	240	13861	9161	3533	1167	561	5147
Jackson.....	2	191	141	40	10	20	75								
Jasper.....	1	99	23	61	15	51									
Jefferson.....	3	171	139	19	13	19									
Johnson.....	3	171	139	19	13	19									

ABSTRACT [E]— TEACHERS'

COUNTIES.	WHERE HELD.	SESSIONS.			TEACHERS IN ATTENDANCE.			
		Commencing.	Cont'g. weeks.	Number daily.	Males.	Females.	Total.	Graduates.
Adair.....	Greenfield.....	August 6	2	2	32	194	226	8
Adams.....	Corning.....	July 30	2	2	9	151	160	...
Allamakee.....	Waukon.....	July 23	4	2	31	173	204	...
Appanoose.....	Centerville.....	August 13	2	2	61	187	248	...
Audubon.....	Audubon.....	August 6	2	2	15	129	144	...
Benton.....	Vinton.....	August 6	2	2	43	221	264	...
Black Hawk.....	Waterloo.....	August 13	2	2	11	171	182	...
Boone.....	Boone.....	July 9	2	2	22	202	224	...
Bremer.....	Waverly.....	July 9	2	2	5	117	122	...
Buchanan.....	Independence.....	March 19	4	2	33	208	241	...
Buena Vista.....	Storm Lake.....	July 31	2	2	8	169	177	...
Butler.....	Albion.....	August 6	2	2	28	151	179	...
Calhoun.....	Rockwell City.....	August 13	1	2	18	135	153	...
Carroll.....	Carroll.....	August 13	2	2	31	153	184	11
Cass.....	Atlantic.....	August 6	2	2	1	226	227	...
Cedar.....	Tipton.....	June 18	2	2	14	148	162	5
*Cerro Gordo.....	.....	.....	.....	.....	.....	.....	.....	.....
Cherokee.....	Cherokee.....	June 18	2	2	36	245	281	...
Chickasaw.....	New Hampton.....	July 1	2	2	8	103	116	13
Clarke.....	Osceola.....	August 13	2	1	22	136	158	5
Clay.....	Spencer.....	August 13	2	2	19	154	173	...
Clayton.....	Alkader.....	August 6	2	2	47	230	277	...
Clinton.....	Clinton.....	June 25	1	1	20	315	335	...
Crawford.....	Denison.....	August 1	2	2	29	212	241	...
Dallas.....	Perry and Dexter.....	July 27	2	2	39	180	219	...
Davis.....	Roomfield.....	August 13	2	2	58	111	169	6
Decatur.....	Leon.....	June 18	3	1	28	141	169	8
Delaware.....	Manchester.....	July 9	2	2	17	173	190	...
Des Moines.....	Burlington.....	August 13	1	2	23	157	180	...
Dickinson.....	Spirit Lake.....	August 6	2	2	4	112	116	...
Dubuque.....	Dubuque.....	August 13	2	1	9	241	250	...
Emmet.....	Estherville.....	August 13	2	2	4	96	100	...
Fayette.....	West Union.....	July 9	2	2	20	204	224	...
Floyd.....	Charles City.....	August 6	2	2	7	156	163	...
Franklin.....	Hampton.....	July 30	2	2	23	146	169	...
Fremont.....	Sidney.....	July 9	2	2	29	135	164	...
Greene.....	Jefferson.....	July 16	2	2	20	182	202	16
Grundy.....	Reinbeck.....	July 9	2	2	39	154	193	...
Guthrie.....	Guthrie Center.....	August 20	2	2	34	149	183	...
Hamilton.....	Webster City.....	August 13	2	2	21	172	193	...
Hancock.....	Britt.....	July 16	2	2	21	121	142	...
Hardin.....	Edora.....	July 30	2	2	19	195	214	...
Harrison.....	Logan.....	June 25	2	2	11	179	190	...
Henry.....	Mt. Pleasant.....	August 13	2	2	30	156	178	...
Howard.....	Osceola.....	March 26	6	2	30	155	185	...
Humboldt.....	Humboldt.....	July 30	2	2	8	115	123	...
Ida.....	Ida Grove.....	July 30	2	2	15	105	120	...
Iowa.....	Marengo.....	July 3	2	2	29	187	216	...
Jackson.....	Bellevue.....	June 18	2	2	7	124	131	...

*None held. †And July 9. ‡And July 16.

REPORTS FOR 1900.

NORMAL INSTITUTES.

INSTITUTE FUND.								
RECEIPTS.						EXPENDITURES.		Unexpended.
On hand at last report.	Examination fees.	Registration fees.	State appropriation.	County appropriation and sundries.	Total.	Instruction and lectures.	Incidentals.	
\$ 47 43	\$ 247	\$ 238	\$ 50	\$ 73 67	\$ 743 0	\$ 638 50	\$ 104 60	\$
76 39	323	180	50	50	604 89	606 00	63 85	263 23
323 63	318	204	50	.....	809 53	577 60	80 25	51 98
1 18	348	248	50	.....	643 18	510 00	84 80	23 80
46 60	290	144	50	330 60	861 10	753 10	102 25	46 56
76 81	328	264	50	.....	719 81	570 00	73 90	535 19
596 09	371	182	50	.....	1199 09	590 00	63 78	63 78
67 19	394	234	50	.....	785 19	672 40	17 00	6 11
98 11	177	123	50	.....	441 11	418 00	11 80	194 74
123 94	301	241	50	.....	735 94	530 00	96 18	80 27
65 45	344	177	50	.....	536 45	410 00	66 65	159 37
287 02	377	179	50	.....	793 02	567 00	77 90	137 73
85 18	303	183	50	1 00	592 18	387 15	33 50	19
117 69	326	184	50	.....	687 69	595 00	186 62	4 00
3 63	402	236	50	.....	991 63	861 00	40 00	195 23
12 28	299	163	50	300 00	716 28	490 00	87 81	300 03
271 34	333	.....	50	8 00	663 34	324 50	8 80	635 85
679 15	349	261	50	.....	1259 15	615 00	85 00	93 43
96 43	379	116	50	.....	543 43	413 00	57 75	28 69
3 59	265	158	50	.....	476 59	410 00	60 00	60 49
99 24	306	173	50	.....	638 24	510 00	160 90	866 48
830 36	370	277	50	.....	1537 36	800 00	84 10	1 71
17 38	466	325	50	.....	868 38	782 57	46 00	136 84
96 84	407	241	50	.....	794 84	612 00	108 00	71 09
45 09	345	219	50	.....	659 09	480 00	39 00	61 54
131 54	229	169	50	.....	569 54	469 00	60 50	209 50
163 00	274	169	50	.....	656 00	396 00	47 01	77 00
211 01	349	190	50	5 00	760 01	576 00	67 10	224 63
42 97	340	180	50	.....	517 97	325 00	81 45	1 30
188 63	125	116	50	.....	499 63	265 00	.....	.....
11 75	315	280	50	.....	636 75	544 00	21 85	43 26
45 11	123	100	50	.....	329 11	263 00	86 84	120 00
9 38	336	224	50	3 48	623 84	538 00	79 25	206 63
63 00	319	163	50	.....	485 00	345 00	23 90	94 97
274 07	303	169	50	.....	796 07	510 10	43 75	21 94
24 57	335	184	50	.....	603 57	486 00	144 91	8 67
16 33	408	202	50	.....	676 33	480 00	81 63	120 85
76 66	263	193	50	.....	582 66	397 75	43 75	399 94
96 25	285	183	50	.....	614 25	605 58	61 45	174 69
12 19	351	193	50	.....	606 19	570 00	41 67	183 75
109 00	325	142	50	.....	635 00	434 00	.....	.....
4 90	303	214	50	.....	571 90	431 28	116 50	24 13
257 19	348	190	50	73 50	917 69	475 00	43 75	399 94
105 66	312	174	50	.....	645 66	581 00	61 45	4 21
4 72	361	185	50	101 00	701 72	455 00	72 03	174 69
164 67	227	123	50	.....	564 67	389 25	41 67	183 75
17 90	158	120	50	61 70	407 60	407 60	.....	.....
104 16	334	216	50	.....	704 16	513 00	73 75	118 41
209 09	268	131	50	.....	658 09	390 00	103 50	165 59

ABSTRACT [E]—

TEACHERS'

COUNTIES.	WHERE HELD.	SESSIONS.			TEACHERS IN ATTENDANCE.			
		Commencing.	Cont'g weeks.	Number daily.	Males.	Females.	Total.	Graduates.
Jasper.....	Newton.....	August 18	2	2	49	247	280	
Jefferson.....	Fairfield.....	July 30	2	1	24	158	182	5
Johnson.....	Iowa City.....	July 2	3	2	25	201	226	3
Jones.....	Monticello.....	June 18	2	2	8	170	178	
Keokuk.....	Sigourney.....	August 18	2	2	50	177	226	13
Kossuth.....	Algona.....	July 9	2	2	23	216	244	
Lee.....	Keokuk.....	July 30	2	2	7	123	130	
Linn.....	Cedar Rapids and Marion.....	March 12†	3	2	50	430	480	
Louisa.....	Wapello.....	July 9	3	2	44	108	149	
Lucas.....	Chariton.....	August 6	2	1	10	144	154	
Lyon.....	Rock Rapids.....	August 6	2	2	25	121	156	
Madison.....	Winterset.....	July 30	2	2	33	205	237	5
Mahaska.....	Oskaloosa.....	July 30	2	2	25	200	225	
Marion.....	Knorrville.....	August 14	2	1	35	202	236	1
Marshall.....	Marshalltown.....	August 20	2	2	27	248	275	
Mills.....	Glenwood.....	July 16	2	2	11	121	142	
Mitchell.....	Osage.....	August 20	2	2	19	133	155	
Monona.....	Castana.....	July 30	2	2	9	1	106	
Monroe.....	Albia.....	July 33	2	2	27	121	149	
Montgomery.....	Bed Oak.....	July 9	2	1	39	100	139	
Muscatine.....	Muscatine.....	June 18	1	2	12	168	209	
O'Brien.....	Primghar.....	August 20	2	2	25	127	162	
Osceola.....	Sibley.....	March 19	2	2	24	108	127	
Page.....	Shenandoah.....	August 6	1	2	25	205	220	
Palo Alto.....	Emmetsburg.....	August 6	2	2	21	151	172	
Plymouth.....	Le Mars.....	June 17	2	2	15	181	196	
Pocahontas.....	Laurens.....	August 6	2	2	15	88	106	
Polk.....	Des Moines.....	July 16	2	2	47	612	560	
Pottawattamie.....	Council Bluffs.....	June 18	2	2	23	323	350	
Poweshiek.....	Brooklyn.....	June 25	2	2	29	124	163	
Ringgold.....	Mt. Ayr.....	July 30	4	2	38	169	207	
Sac.....	Sac City.....	July 16	2	2	10	153	163	
Scott.....	Davenport.....	March 20‡	3	2	43	278	321	
Shelby.....	Harlan.....	March 24	2	2	50	128	168	
Sioux.....	Orange City.....	July 30	2	2	18	127	145	
Story.....	Nevada.....	July 22	4	2	28	181	209	6
Tama.....	Toledo.....	March 26	2	2	40	253	293	
Taylor.....	Bedford.....	July 23	2	2	23	123	145	14
Union.....	Oreston.....	July 16	2	2	19	204	223	
Van Buren.....	Keosauqua.....	August 6	2	2	42	150	192	
Wapello.....	Ottumwa.....	July 16	3	2	24	256	280	
Warren.....	Indianola.....	July 30	2	2	26	158	184	21
Washington.....	Washington.....	July 22	2	2	27	181	208	
Wayne.....	Corydon.....	August 6	2	1	40	146	186	4
Webster.....	Ft. Dodge.....	August 6	2	2	24	223	243	
Winnebago.....	Buffalo Center.....	August 2	2	2	11	79	92	
Winneshiek.....	Decorah.....	March 26	2	2	29	177	206	
Woodbury.....	Correctionville and Sioux City.....	July 26	4	2	18	228	250	
Worth.....	Northwood.....	July 30	2	2	17	85	112	
Wright.....	Clarion.....	August 13	2	2	21	167	188	
Totals.....			*2	1	2412	17133	19544	152

*Average time. †And July 30. ‡And July 9. §And August 6.

REPORTS FOR 1900—CONTINUED.

NORMAL INSTITUTES.

INSTITUTE FUND.								
RECEIPTS.						EXPENDITURES.		
On hand at last re- port.	Examina- tion fees	Registra- tion fees.	State appro- priation.	County ap- propriation and surplus.	Total.	Instruction and lec- tures.	Incidentals.	Unexpended.
\$ 17 16	\$ 460	\$ 269	\$ 50		\$ 535 16	\$ 600 00	\$ 151 00	\$ 74 16
305 41	278	183	50	5 85	831 26	476 00	51 00	203 66
.....	526	226	50	153 18	965 18	868 18	97 00	.....
263 45	355	178	50		866 45	585 00	144 29	187 16
.....	504	388	50	.....	790 00	700 00	90 00	.....
11 72	374	244	50	.....	679 72	522 00	128 50	29 22
202 71	260	120	50	.....	642 71	440 00	46 88	155 82
1217 16	502	480	50	.....	2260 16	1085 00	170 58	1044 58
10 00	262	140	50	.....	462 00	400 00	26 00	34 00
251 64	280	154	50	.....	735 64	415 00	146 20	174 44
58 62	288	156	50	.....	552 62	480 00	19 22	113 38
.....	320	237	50	5 00	764 52	522 50	208 55	35 47
152 52	372	235	50	27 95	674 95	610 00	64 95	.....
.....	288	238	50	1 00	712 36	458 00	106 65	147 71
123 36	508	276	50	.....	1388 00	759 60	52 92	575 47
540 00	237	142	50	.....	480 96	381 00	74 75	26 21
51 96	272	155	50	.....	531 85	510 00	4 20	17 65
52 85	272	155	50	.....	531 85	510 00	4 20	17 65
290 71	291	166	50	.....	797 71	380 00	75 25	342 46
.....	296	158	50	.....	474 00	350 21	31 25	92 54
74 54	305	139	50	.....	568 54	456 00	40 80	71 74
8 86	221	200	50	8 79	478 65	389 95	88 70	.....
.....	242	162	50	.....	512 80	435 00	50 65	97 15
58 80	199	127	50	35 00	458 37	305 00	74 05	79 32
47 37	.....	.....	.....	.....	.....	.....	.....	.....
.....	357	220	50	.....	637 00	351 50	65 22	220 28
112 28	287	172	50	.....	621 38	381 00	59 90	180 48
4 05	363	196	50	.....	612 05	525 85	53 90	24 30
41 42	324	103	50	.....	528 42	451 00	27 10	50 32
.....	773	560	50	16 80	1399 80	1110 00	289 80	.....
584 80	570	353	50	.....	1654 60	950 00	218 60	386 00
74 25	344	163	50	.....	621 25	545 00	30 25	56 00
.....	256	207	50	.....	525 95	492 85	13 51	19 50
12 95	.....	.....	.....	.....	.....	.....	.....	.....
21 80	376	163	50	151 15	761 95	550 25	97 72	113 98
288 06	359	321	50	.....	1119 06	591 00	128 95	398 21
200 00	333	188	50	.....	771 00	580 00	.....	211 00
219 32	469	145	50	.....	883 32	642 82	80 85	178 66
627 21	421	209	50	.....	1207 21	636 00	148 65	502 56
.....	483	293	50	.....	950 87	720 87	54 40	175 00
124 27	325	145	50	170 00	956 20	725 00	146 25	84 95
256 20	.....	.....	.....	.....	.....	.....	.....	.....
400 98	388	222	50	.....	1061 98	570 00	41 50	450 48
14 47	275	192	50	.....	581 47	360 00	45 50	125 97
.....	397	230	50	.....	977 02	631 06	50 00	296 97
250 02	812	184	50	6 55	576 78	430 00	82 67	84 11
28 26	354	208	50	.....	1034 67	657 40	76 86	400 42
422 67	367	186	50	.....	681 80	559 00	47 50	55 30
88 80	459	262	50	.....	759 53	595 00	88 15	76 88
9 53	202	83	50	.....	353 00	245 00	.....	7 00
16 00	351	206	50	.....	829 12	491 50	79 95	267 67
192 14	466	256	50	.....	821 32	720 00	52 04	49 28
47 82	149	102	50	.....	463 26	300 00	43 80	119 46
162 26	326	188	50	4 64	615 09	570 00	74 43	66
77 45	.....	.....	.....	.....	.....	.....	.....	.....
\$ 14564 88	\$ 32568	\$ 19544	\$ 4950	\$ 1437 16	\$ 78084 04	\$ 51711 51	\$ 6963 17	\$ 14409 36

ABSTRACT [E]—CONTINUED.

COUNTIES.	CONDUCTORS.	INSTRUCTORS.
Adair.....	F. E. Palmer.....	Adam Pickett, G. W. Bryan, E. W. Adams, D. B. Earl, Nellie Oahow, J. W. Segrist, M. J. Counean.
Adams.....	D. M. Kelly.....	L. E. A. Ling, T. B. Morris, O. M. Elliott, Adelaide Laird, Amanda Kidder, Grace Beymer.
Allamakee.....	J. F. Smith & L. Eells	G. E. Finch, Carrie Barden, S. S. Stockwell, C. W. Macomber, Alice C. Wilson, E. G. Anderson, W. L. Peck.
Appanoose.....	F. E. King.....	H. C. Hollingsworth, C. J. Brower, Margaret Baker, W. L. Cochran, A. Farnsworth, Lillian Newton.
Audubon.....	E. D. Y. Culbertson	C. T. Wright, P. B. Woods, O. H. Lancelot, Carrie E. Forgrave, Mrs. T. J. Carmichael.
Benton.....	A. K. Rife.....	F. H. Bloodgood, J. E. Stout, Mabel Wilson, J. P. Huggett, S. H. Minkel, L. B. Parsons, Geo. Moody.
Black Hawk.....	A. T. Hukill.....	A. F. Harvey, E. B. Lizer, E. L. Ooburn, Harry Moore, Lura Phillips, Mollie E. Brown.
Boone.....	R. V. Veneman.....	B. P. Holst, L. M. Gerber, L. A. Blezek, Clara Thompson, Harriet Blood, Effie Schuneman, E. L. Coburn.
Bremer.....	F. P. Hageman.....	A. W. Merrill, A. T. Hukill, W. H. Bender, Sadie Schafer, Louise Pomeroy.
Buchanan.....	E. O. Lillie.....	H. R. Pattengill, Henry Sabin, T. J. Durant, Emily Saltzer, Clara Travis, Mrs. F. M. Rogers.
Buena Vista.....	J. E. Durkee.....	J. H. O'Donaghue, H. E. Crosby, P. L. Dorland, E. G. Clark, Mary Korinke, J. A. Ross, E. L. Coburn.
Butler.....	H. B. Akin.....	G. W. Walters, John A. Kleinsorge, A. W. Merrill, Florabel Patterson, Olaudia Kirkpatrick.
Calhoun.....	A. B. Warner.....	W. H. Brown, D. K. Bond, P. O. Holdoegel, G. W. Randlett, Margaret Walker, W. E. Sandy.
Carroll.....	J. M. Ralph.....	J. H. Beveridge, C. C. Magee, C. E. Blodgett, E. B. Rogers, Daisy Elwood, May Scott, A. C. Fuller.
Cass.....	I. B. Johnson.....	C. M. Cole, A. C. Peckham, A. W. Ryan, J. H. Stack-rath, R. S. Moore, Mrs. T. W. Brown, Fannie B. Wilson.
Cedar.....	William Wilcox.....	Louis T. Hill, R. B. Orone, Linnie Harris, Lucy C. Maley, Amanda N. Filson, Josie Gage.
*Cerro Gordo.		
Cherokee.....	F. B. Cooper.....	O. E. Shelton, W. N. Clifflord, A. V. Storm, Ruth Adsit, Mattie Holl.
Chickasaw.....	J. A. Bishop.....	H. F. Kiling, C. S. Cory, C. J. Trumbauer, Ida Fitz-simmons, T. J. Wormley.
Clarke.....	I. N. Beard.....	O. H. Marsh, Elizabeth K. Mathews, Alice Dille, Evelyn Currler.
Clay.....	A. V. Storm.....	H. L. Stetson, L. T. Weld, H. E. Crosby, Ruth Adsit, Emily Johnson.
Clayton.....	C. J. Adam.....	S. H. Sheakley, W. A. Crusinberry, Adolph Braun, Adelia Jackson, C. W. Bean.
Clinton.....	G. U. Gordon.....	Edwin E. Sparks, R. R. Reeder, Ida G. Myers, Lillian Clark, O. J. Laylander, Della Bellly.
Crawford.....	W. O. Van Ness.....	J. L. Rose, O. F. Garrett, H. H. Hahn, P. M. Hersom, Ida Craft, C. W. von Coeln.
Dallas.....	A. O. Hutchins.....	L. A. Blezek, Carrie M. Goodell, Wm. Tarr, D. P. Repass, C. W. Lyon.
Davis.....	J. B. Knoepfler.....	Hattie Moore Mitchell, C. W. Ramseyer, C. E. Akers, Ed. R. Collins, Clara Weinay.
Decatur.....	J. A. McIntosh.....	R. A. Harkness, S. W. Stookey, S. L. Darrah, J. H. Drake, T. J. Fitzparic.
Delaware.....	George Betts.....	D. K. Bond, Katherine Shimmin, B. J. Still, H. B. Wright, Alma Cady, Annette Harwood.
Des Moines.....	H. A. Mathews.....	J. A. White, F. M. Fultz, Josephine Burt, Maurice Ricker, G. S. Gellis, Marian Todd, Cora Brobst.
Dickinson.....	H. A. Welty.....	L. B. Moffett, I. O. Welty, W. T. Arthur, Pearl M. French, Mate E. Nicol.
Dubuque.....	A. P. Kress.....	Minnie Gray, F. T. Oldt, J. E. Welsh, J. M. Walsh, T. M. Irish, L. L. Lightcap, P. O. Hayden, Margaret Lucas.
Emmet.....	H. H. Davidson.....	W. F. Cramer, W. T. Davidson, C. A. Wilson, Edwin Dukes.
Fayette.....	F. H. Bloodgood.....	G. E. Finch, W. T. Arthur, K. F. Geiser, F. E. Finch, Alice Wilson.
Floyd.....	J. I. Martin.....	J. F. Hirsch, J. D. Lyon, J. R. Allen, O. D. McGregor, E. F. Fisher, L. Grace Thomas, Kate Palmer.
Franklin.....	H. J. Henderson.....	L. L. Lightcap, G. A. Bateman, D. H. Campbell, Sadie Shaffer, Alice O. Grannis.
Fremont.....	Lee Notson.....	J. O. King, S. E. Notson, H. T. Mitchell, C. B. Hat-ten, Grace Hoyt, Mary Engelke.
Greene.....	E. D. Y. Culbertson	L. B. Carlisle, A. J. Obinger, S. A. Darland, E. L. Coburn, Mrs. E. B. Wilson, Linnie Harris.

*None held.

ABSTRACT [E]—CONTINUED.

COUNTIES.	CONDUCTORS.	INSTRUCTORS.
Grundy	J. T. Gray	J. E. Stout, J. J. Moser, O. E. Taft, Jane Kreigh, F. M. Sargent.
Guthrie	L. M. Boggs	G. W. Bryan, Adam Pickett, Frank Palmer, Geo. Galloway, Miss Wilson, G. W. Searest.
Hamilton	L. N. Gerber	J. J. Doffmeyer, R. G. Young, Anna McKee, V. H. Hegstrom, J. H. Bradshaw, E. V. Veneman.
Hancock	B. F. McOlelland	Geo. F. Barsalon, A. M. Deyoe, C. W. Thompson, Belle McConnell, J. Calvin Bushey, J. D. G. Houghton.
Hardin	O. F. Woodward	Henry Sabin, J. T. Stout, O. E. Tool, M. F. Morgan, W. O. Reed, Emma Weidel, Anna McCraron.
Harrison	Will T. Arthur	H. A. Welty, O. H. Marsh, H. L. Adams, J. Peasley, Bertha Kimpie, J. M. Ireland.
Henry	Annie E. Packer	O. W. Weyer, G. W. Walters, C. E. Lander, F. E. Savage, L. Antrim, W. N. Halsey, Stella Satterthwaite.
Howard	L. T. Weld & Lydia Hinman	F. J. Sessions, L. E. A. Ling, Nettie Sawyer, Ruth O. Allison, D. L. Grannis, Elsie E. Perry.
Humboldt	Clarence Messer	Kate Hubbard, Geo. Ohandler, Wm. E. Parker, W. A. Lester, J. T. Bradshaw, A. D. Oromwell.
Ida	J. C. Hagler	H. E. Kratz, W. M. Stevens, T. B. Hutton, E. A. Brown, Sara Rice, Emily Johnson.
Iowa	C. P. Colgrove	Hattie Moore Mitchell, Mrs. Frances M. Clark, Geo. H. Mullin, W. H. Whitford.
Jackson	O. C. Dudley	Geo. Ohandler, M. Jaynes, Mary V. Wynkoop, Belle McConnell.
Jasper	Libbie Dean	Wm. Wilcox, E. H. Gifford, E. J. H. Beard, D. M. Kelley, S. G. Richards, Eva Mayne, E. Anna Morris.
Jefferson	J. E. Williamson	J. A. Kleinsorge, Jennie E. Curtis, W. D. Wells, Caroline Harris.
Johnson	Sam D. Whiting	W. A. Willis, B. F. Shambaugh, J. B. Knoepfler, A. G. Smith, W. E. Barlow, H. E. Goodsell, Alice Wilson.
Jones	Geo. H. Betts	C. R. Scroggie, D. K. Bond, W. B. Guthrie, Mrs. A. L. Shattuck, Margaret Foley.
Keokuk	W. H. Gemmill	W. H. Bender, Geo. H. Mullin, A. L. Shattuck, Edna P. Needham, S. A. Potts, J. E. Foster, W. S. Athearn.
Kossuth	F. H. Slagle	N. Spencer, E. N. Coleman, A. E. Parsons, S. S. Stockwell, Frank Van Erdewyck.
Lee	O. W. Weyer	Mrs. O. W. Weyer, O. W. Orunkahank, Anna McCullough, P. O. Hayden, B. N. Mars.
Linn	L. E. Gould	H. H. Seerley, Elizabeth K. Mathews, H. H. Freer, J. J. Doffmeyer, Wm. Wilcox, W. W. Gist, Mrs. A. L. Shattuck.
Louisa	O. M. Donaldson	A. M. M. Dornon, A. L. Holiday, W. K. Michener, L. K. Focht.
Lucas	C. F. Golttry	D. K. Michener, W. F. Chevalier, Wm. Bell, Carrie E. Allen, Edith E. Brant, H. A. Blackmeyer.
Lyon	W. S. Wilson	N. Spencer, J. L. Mishler, M. R. Hassel, Mary L. McCallum, Alice O. Wilson, H. W. Jackson.
Madison	H. D. Smith	F. E. Willard, O. O. Carstens, W. N. Clifford, Julia Scurry.
Mahaska	J. P. Dodds	C. P. Colgrove, A. W. Rich, Wm. Solomon, Lella E. Partridge, E. Anna Morris, Olive McHenry, F. J. Sessions.
Marion	W. F. Crew	W. W. Cook, W. H. Lyon, Mandella Harsin, Harlan Updegraff, Clara Klinefeiter.
Marshall	J. Morrissey	O. O. Carstens, Addie E. Jordan, Helen V. Jordan, Mary Hall, Grace Sullivan.
Mills	O. H. Marsh	Henry Sabin, I. N. Beard, J. B. Shorett, Stella G. Marsh, Alice Smith.
Mitchell	Wm. H. Salisbury	F. H. Bloodgood, Pearl French, J. A. Lapham, Geo. Ohandler, Geo. Sawyer, Stella Odekirk.
Monona	F. E. Lark	E. N. Coleman, Sara D. Jenkins, H. V. Fallor, P. N. Lewis, B. G. Davies.
Monroe	H. C. Hollingsworth	Mrs. E. G. Hickenlooper, E. C. Miller, E. F. Ewers, J. E. Treasure.
Montgomery	Thos. McCulloch	Chas. E. Shelton, W. F. Chevalier, F. E. Palmer, E. U. Graff, Emma C. Moulton, Allie E. Campbell.
Muscatine	S. Plumly	F. M. Witter, Lillian Bridgeford.
O'Brien	E. B. Daniel	John Kleinsorge, W. W. Earnest, M. P. Fobes, H. A. Mitchell, Hattie Moore Mitchell, Nellie Budd.
Osceola	T. S. Redmond	John A. Kleinsorge, J. A. Lapham, Eva Kendall, W. J. Johnson.

ABSTRACT [E]—CONTINUED.

COUNTIES.	CONDUCTORS.	INSTRUCTORS.
Page.....	H. E. Deater	G. H. Colbert, Margaret Foley, Lucille Porterfield.
Palo Alto.....	Anna Donovan.....	H. E. Blackmar, H. O. Wheeler, Bessie Larson, Mame Belseker.
Plymouth.....	L. O. Hise.....	E. N. Coleman, J. S. Shoup, E. A. Brown, N. Spencer, T. B. Hutton.
Pocahontas.....	U. S. Vance.....	Grant E. Finch, A. T. Rutledge, D. K. Bond, A. W. Davis, Clara Bicknell, Edna Hathaway.
Polk.....	Hill M. Bell	S. H. Sheakley, Hattie Moore Mitchell, Lawrence De Graff, Olive McHenry, C. N. Kinney, W. A. Orusinberry.
Pottawattamie.....	O. J. McManus.....	H. B. Hayden, A. B. Warner, D. M. Kelley, Sarah E. Sprague, S. L. Thomas, M. E. Orsler, F. O. Eusign.
Poweshiek.....	Viola H. Schell	D. A. Thornburg, Caroline Sheldon, Eugene Hurley, Clara M. Spencer, Nina Wilson.
Ringgold.....	J. O. Bennett.....	Etta J. Bider, L. J. Little, O. H. Longwell, O. E. Shelton, Etta Eighme, L. H. Maus, Julia Scurry.
Sac.....	J. H. Orcutt.....	H. H. Hahn, G. W. Lee, H. O. Coe, J. N. Hamilton, Ida B. Craft.
Scott.....	A. A. Miller.....	Wm. Wilcox, W. D. Wells, Margarette Barrette, O. F. Toenniges.
Shelby	J. B. Shorett.....	Henry Sablin, Margaret Walker, W. W. White, L. A. Glasburn, O. H. Marsh, E. S. White, G. E. Little.
Sioux.....	A. V. Storm.....	Ph. Soulen, D. M. Odie, J. H. Orcutt, W. H. Clark, L. A. Wilson, Ruth Adsit.
Story.....	Fred E. Hansen	L. B. Carlisle, H. G. Lamson, I. B. Allard, H. Pease, Anna Hellman, Cora A. Thompson, Maude A. Olabourne.
Tama.....	C. A. DeLong.....	J. B. Young, O. M. Elliott, Jessie Hall, F. J. Becker, J. A. Ward, B. F. McClelland, H. O. Pratt.
Taylor	E. H. Griffin	W. B. Guthrie, H. S. Ash, W. B. Bead, Jane Kreigh, Lillian McCracken.
Union.....	Chas. M. Peters...	S. Y. Gillan, Verna T. Young, O. E. French, Lura Phillips, W. F. Chevalier, O. E. Klingeman, Carrie Coogle.
Van Buren.....	J. H. Landes.....	F. E. Buck, David Williams, A. T. S. Owen, Mrs. J. E. Moore.
Wapello.....	Beniah Dimmitt...	Dr. William Badebaugh, E. S. Wischola, J. E. Williamson, Sara A. Jenkins, H. M. Butler, J. Parks.
Warren	S. M. Holladay	O. E. Shelton, W. E. Hamilton, O. W. Maxwell, P. E. McClenahan, Anna M. Beymer, Jessie O. Liston.
Washington	Mary M. Hughes...	W. O. Riddell, John T. Ray, O. M. Grumbling, Wilbur H. Bender, Eva Mayne.
Wayne.....	Inez F. Kelso.....	Isaac A. Loos, Charles Carter, G. A. Axline, W. B. Thornburgh, J. F. Holiday.
Webster.....	Alfred L. Brown...	Bruce Francis, W. P. Johnson, O. V. Findlay, J. F. Monk, H. H. Roberts, Francis Gove, Minnie L. Holt.
Winnebago	H. O. Bateman.....	Elizabeth K. Mathews, L. T. Weld, O. O. Vogenitz.
Winnebush.....	Geo. Chandler.....	G. E. Finch, E. L. Coffeen, Verna T. Young, H. H. Dalaker.
Woodbury.....	J. D. Keller.....	H. E. Kratz, J. S. Shoup, W. M. Stevens, E. A. Brown, Edith Metcalf, Kate Hubbard, J. G. Hobson.
Worth	S. B. Toye	D. A. Thornburg, M. Alice Fullerton, G. A. Sawyer.
Wright.....	Angus Macdonald.	G. T. Eldridge, J. G. Grundy, F. F. Strong, A. P. Harkrave, S. T. May, Minnie Finch.

STATISTICS OF CITY SYSTEMS.

COMPARATIVE SHOWING FOR 1899-1900.

Cities having 3,000 or more population by the census of 1900

CITIES.	Population, census 1900.	Enumeration, 1900.	Enrollment, 1899-1900.	Attendance, 1899-1900.	Attendance upon enumeration.	Attendance upon enrollment.	Paid all teachers in 1899-1900.	Tuition per month.	Assistant teachers.	Salary per month.	Months taught.	PRESENT CITY SUPERINTENDENT YEAR 1899-1900.	Salary.
Atlantic.....	5046	1814	1255	962	53	76	\$13315 03	\$1 54	26	\$49 25	9 0	Carlos M. Cole...	\$1400
Belle Plaine.....	3283	1009	850	689	68	81	7659 98	1 15	19	37 94	9 0	F. B. Lawrence...	1800
Boone.....	8880	3598	2399	1716	66	72	22634 75	1 46	53	49 00	9 0	George I. Miller...	1800
Burlington.....	23201	8387	4788	3731	44	78	61783 85	1 70	115	49 57	9 5	Francis M. Fultz...	1700
Cedar Falls.....	5319	1423	1163	908	63	78	14888 21	1 82	26	51 25	9 0	O. J. Laylander...	1600
Cedar Rapids.....	25656	8969	5419	4260	47	78	64680 23	1 69	131	54 00	9 0	J. T. Merrill...	2400
Centerville.....	5256	2049	1467	1129	54	77	12709 96	1 24	31	44 00	9 0	F. E. King...	1300
Chariton.....	3939	1370	1290	783	61	61	8790 00	1 25	22	38 33	9 0	D. R. Michener...	1200
Charles City.....	4227	1209	1091	825	69	75	11475 68	1 55	27	45 00	9 0	George S. Dick...	1500
Cherokee.....	3865	1169	1063	814	70	76	11085 18	1 75	23	60 50	9 0	A. V. Storm...	1600
Clarinda.....	3276	1086	900	688	63	76	9925 00	1 60	21	45 00	9 0	G. W. Fisher...	1200
Clinton.....	23698	6051	3774	2543	47	75	41623 25	1 54	89	45 00	9 5	O. P. Bostwick...	1800
Council Bluffs.....	25802	6242	5341	3650	58	68	70324 05	1 97	121	60 00	9 5	W. N. Clifford...	2000
Oreston.....	7732	2824	1893	1408	55	74	18924 74	1 51	42	46 00	9 0	O. E. French...	1400
Davenport.....	36254	11341	6319	5057	44	80	91640 55	1 81	173	54 00	10 0	J. B. Young...	2000
Decorah.....	3246	863	609	465	53	76	8781 25	1 97	16	42 00	9 5	E. L. Coffeen...	1200
Des Moines, W. E. {	62139	11150	7799	5306	47	68	87662 31	2 68	212	54 90	9 0	S. H. Sheakley...	2250
Dubuque.....	36207	6031	4245	3087	51	72	45691 88	1 64	105	51 00	9 0	Amos Hiatt...	1600
Eagle Grove.....	3557	12422	5171	3945	32	76	68951 75	1 74	138	41 05	10 0	F. T. Oldt...	2400
Estherville.....	3237	1321	895	851	64	95	8696 00	1 14	20	41 00	9 0	J. G. Grundy...	1170
Fairfield.....	4689	1217	986	626	51	70	8013 25	1 48	15	43 35	9 0	C. C. Stover...	1100
Fort Dodge.....	12182	1236	1023	787	63	77	9437 48	1 30	20	45 00	9 0	J. E. Williamson...	1300
Fort Madison.....	9278	2493	1797	1377	55	76	18728 48	1 51	42	44 00	9 0	F. O. Wildes...	1500
Glenwood.....	3040	2790	1355	1110	40	81	12578 25	1 34	30	45 00	9 0	C. W. Crulshank...	1320
Ginnell.....	2860	1335	753	542	49	71	7235 10	1 49	17	50 00	9 0	Jesse G. Nutting...	1000
Independence.....	3656	1095	916	752	68	82	11609 96	1 63	22	53 00	9 0	D. A. Thornburg...	1400
Indianola.....	3656	1198	828	662	57	85	11704 61	1 78	26	41 00	9 0	L. A. Buechle...	1400
Iowa City.....	3361	1045	885	695	66	78	7153 40	1 15	16	41 50	9 0	Belle Hastie...	1000
Keokuk.....	7987	1940	1650	1386	70	84	21501 23	1 64	39	51 00	9 5	S. H. Stevenson...	1500
Keosauqua.....	14641	4287	2578	2113	49	81	42226 25	1 79	68	50 00	9 0	O. W. Weyer...	1600
Knoxville.....	3131	988	998	709	80	80	7917 50	1 05	19	41 00	9 0	F. S. Thompson...	1000
L. Mars.....	4146	1528	1048	807	52	77	12179 38	1 68	23	48 00	9 0	E. N. Coleman...	1600
Lyons.....	3777	1296	1152	875	44	76	11915 00	1 36	25	41 00	10 0	O. H. Brainerd...	1400
Maquoketa.....	3777	1173	941	783	66	83	8904 96	1 26	23	42 00	9 0	C. C. Dudley...	1300
Marion.....	4102	1210	968	796	65	86	11314 94	1 68	24	46 00	9 0	J. J. Dohmeyer...	1400
Marshalltown.....	11544	3427	2684	1957	56	73	32073 86	1 82	62	56 00	9 0	F. E. Willard...	1900
Mason City.....	67 6	1850	1454	1081	58	73	16372 46	1 63	38	45 00	9 0	A. R. Sale...	1500
Missouri Valley.....	4610	1250	1034	785	63	74	10144 99	1 43	19	47 00	9 0	A. B. Warner...	1500
Mo. Pleasant.....	4109	1112	827	652	58	78	9525 24	1 63	25	38 41	9 0	F. W. Else...	900
Muscataine.....	14073	4154	2475	1915	46	77	31901 12	1 85	59	53 00	9 0	F. M. Witter...	1500
Newton.....	3682	1088	875	676	62	77	8316 87	1 39	17	44 00	9 0	E. J. H. Beard...	1500
Osceola.....	5142	1122	929	749	65	76	6518 74	1 10	19	40 00	9 0	L. B. Moffett...	1000
Oskaloosa.....	9212	2367	2178	1574	54	72	25905 30	1 94	49	52 00	8 5	S. J. Finley...	1900
Ottumwa.....	18197	5933	4385	3284	58	75	47127 96	1 51	110	46 00	9 5	A. W. Stuart...	1600
Perry.....	3986	1173	1094	911	77	86	10745 00	1 31	24	44 88	9 0	L. A. Biezek...	1150
Red Oak.....	4355	1539	1229	1032	67	84	15179 96	1 61	31	52 00	9 0	W. F. Heavener...	1400
Shenandoah.....	3573	1110	870	677	61	77	9319 53	1 68	19	46 44	9 0	O. E. Smith...	1300
Sioux City.....	33111	12409	8378	5748	42	63	80862 80	1 71	164	51 03	9 0	H. E. Kratz...	2750
Spencer.....	3093	879	805	592	67	73	7411 91	1 45	18	42 00	9 0	F. E. Trigg...	900
Vinton.....	3499	923	894	611	66	88	8182 75	1 48	17	42 00	9 0	F. H. Bloodgood...	1200
Washington.....	4265	1220	920	728	59	79	9853 00	1 50	21	41 00	9 0	G. H. Mullin...	1400
Waterloo, E. {	12580	2385	1511	1140	48	75	17911 14	1 31	38	47 00	9 0	F. J. Sessions...	1000
Waterloo, W. {	12580	1306	971	734	68	75	11447 50	1 75	24	48 10	9 0	A. T. Hukill...	1000
Waverly.....	3177	988	786	565	57	73	7855 75	1 54	18	40 63	9 0	A. W. Merrill...	1400
Webster City.....	4613	1548	1177	846	54	72	11227 48	1 48	27	39 65	9 0	L. H. Ford...	1500
Winterset.....	3039	957	853	697	62	70	8935 00	1 28	16	41 07	9 0	T. H. Stome...	1000

STATISTICS OF CITY SYSTEMS.

COMPARATIVE SHOWING FOR 1899-1900.

From cities and towns in Iowa of more than 1,500 and less than 3,000 population in 1900. Compiled chiefly from the reports of county superintendents.

CITIES AND TOWNS.	Population, census 1900	Enumeration, 1900	Enrollment, 1899-1900.	Attendance, 1899-1900.	Attendance upon enumeration.	Attendance upon enrollment.	Paid all teachers in 1899-1900.	Tuition per month.	Assistant teachers.	Salary per month.	Months taught.	PRESENT CITY SUPERINTENDENT YEAR 1899-1900.	Salary.
Albia.	2889	846	748	580	68	77	\$ 6360 56	\$135 14	38 80	9.0	H. C. Hollingsworth	\$1400	
Algona.	2911	960	877	612	63	75	10043 45	172 20	45 00	9.5	N. Spencer	1300	
Ames.	2422	641	589	418	65	71	6 68 74	1 68 13	43 84	9.0	E. D. Y. Culbertson	1000	
Anamosa.	2891	791	709	511	64	72	6272 97	1 37 13	46 00	9.0	A. Palmer	1200	
Audubon.	1896	574	510	413	72	81	5230 00	1 35 10	44 50	9.0	F. P. Hocker	1000	
Avoca.	1627	548	474	360	65	76	5625 00	1 72 12	15 59	9.0	O. Ray Turner	1000	
Bedford.	1977	659	609	496	75	81	7437 11	1 67 14	51 43	9.0	E. H. Griffin	1100	
Bellevue.	1607	564	293	2 6	42	80	3663 75	1 71 7	42 00	9.0	M. Jaynes	850	
Bloomfield.	2105	689	500	405	58	81	4120 00	1 27 11	37 50	8.0	Ed. R. Collins	800	
Britt.	1540	508	490	353	70	72	4795 30	1 41 10	43 17	9.0	A. M. Deyoe	1000	
Carroll.	2883	10 1	615	523	52	85	8010 00	1 28 15	45 00	9.0	O. C. Magee	1250	
Clear Lake.	1706	644	522	362	56	69	4465 00	1 37 10	38 50	9.0	D. H. Campbell	1000	
Colfax.	2 53	650	570	404	62	70	4939 37	1 07 11	39 00	9.0	J. L. Mishler	900	
Corning.	2145	760	650	502	66	77	6581 22	1 46 15	40 66	9.0	D. M. Kelly	1200	
Cresco.	2906	787	576	463	60	80	6701 87	1 57 15	43 00	9.0	L. E. A. Ling	1200	
Denison.	2711	978	718	558	57	77	7940 00	1 57 7	46 67	9.0	H. H. Savage	1200	
Eldon.	1850	577	491	394	63	74	4202 00	1 28 10	40 50	9.0	E. C. Miles	810	
Eldora.	2433	592	478	348	58	72	6674 00	2 15 13	48 25	9.0	W. A. Doron	1250	
Emmetsburg.	2361	721	450	376	52	83	5870 00	1 71 13	48 50	9.0	H. E. Blackmar	1200	
Forest City.	1758	576	537	470	73	78	5408 56	1 51 12	40 82	9.0	H. O. Bateman	1000	
Guttenburg.	1620	568	531	206	36	89	3200 00	1 26 6	40 00	10.0	J. R. Bevis	800	
Hamburg.	2079	715	627	471	66	75	5712 50	1 27 12	42 00	9.0	J. C. King	1100	
Hampton.	2727	692	605	458	70	70	7780 00	1 77 16	44 00	9.0	Geo. A. Bateman	1300	
Harlan.	2422	631	805	328	67	78	8722 50	1 54 20	46 50	9.0	E. S. White	1200	
Hawarden.	1810	631	422	344	54	72	5883 75	1 90 12	42 00	9.0	J. H. Orcutt	900	
Iowa Falls.	1967	707	709	536	74	74	8141 22	1 66 15	47 00	9.0	E. T. Shepard	1000	
Jefferson.	2840	823	672	561	68	83	8575 42	1 68 18	45 29	9.0	L. Hezlewood	1250	
Lake City.	2601	767	735	520	67	70	5767 95	1 26 14	40 76	9.0	L. B. Carlisle	1200	
Lamoni.	2704	757	650	572	75	88	6390 04	1 24 14	39 40	9.0	J. H. Brown	1100	
Lewistown.	1840	524	507	330	63	65	3987 00	1 23 10	35 80	9.0	Geo. N. Briggs	700	
Leon.	1905	593	553	361	61	65	4959 99	1 54 2	37 00	9.0	S. L. Darrah	1000	
Manchester.	2887	812	604	439	54	72	7761 75	1 36 18	40 00	9.0	R. W. Wood	1200	
Marion.	2007	595	576	471	78	82	7708 25	1 74 15	47 07	9.5	C. H. Carson	1400	
Monroe.	2104	625	582	443	70	76	5680 50	1 47 13	39 23	9.0	O. R. Scroggie	1200	
Mt. Airy.	17 9	585	533	384	66	73	4819 10	1 53 11	40 99	9.0	L. H. Maus	800	
Mt. Vernon.	1629	458	291	222	48	78	3060 00	1 49 6	40 00	9.0	P. W. Peterson	900	
Mystic.	1768	565	481	281	50	58	2737 50	1 18 16	30 00	8.0	R. M. Tait	800	
Nevada.	2472	703	574	442	62	77	6754 97	1 31 14	43 00	9.0	H. G. Lamson	1153	
New Hampton.	2339	753	681	476	63	70	6344 08	1 98 17	36 63	9.0	F. D. Merritt	1250	
Onawa.	1933	800	580	432	54	74	5605 00	1 45 10	45 00	9.0	A. F. Styles	1000	
Osage.	2734	806	715	520	64	72	8090 00	1 53 20	41 00	9.0	Geo. Chandler	1250	
Osceola.	2505	776	706	507	65	71	6544 00	1 42 15	40 00	9.0	I. N. Beard	1200	
Pella.	2623	944	632	527	55	80	5760 00	1 21 15	38 50	9.0	W. H. Lyon	1000	
Rock Rapids.	1766	597	525	431	72	82	6732 50	1 71 12	47 50	9.0	W. S. Wilson	1200	
Sac City.	2079	617	500	376	60	75	4002 99	1 14 8	40 00	9.0	J. N. Hamilton	1000	
Seymour.	1703	725	467	349	48	74	2969 00	1 06 8	33 00	8.0	W. B. Thornburgh	800	
Sheldon.	2282	722	782	595	82	76	8664 87	1 43 18	45 00	9.0	W. I. Simpson	1250	
Slkourney.	1952	794	692	445	56	75	5411 24	1 22 14	40 50	9.0	John F. Riggs	1000	
Storm Lake.	2169	799	677	496	62	73	7412 50	1 68 15	46 33	9.0	J. H. O'Donoghue	1425	
Stuart.	2079	694	651	522	75	80	6720 37	1 41 14	41 00	9.0	G. W. Bryan	1200	
Tama.	2649	794	470	300	23	42	5579 88	2 36 11	43 00	9.0	R. J. Brower	1000	
Tipton.	2513	744	550	435	58	79	7241 93	1 84 12	48 33	9.0	B. B. Crone	1000	
Toledo.	1941	627	516	410	85	80	6061 64	1 79 12	46 00	9.0	I. B. Young	1200	
Valley Junction.	1700	629	588	460	73	90	5593 68	1 56 12	43 46	9.0	C. W. Lyon	900	
Villisca.	2211	680	632	493	72	78	6924 98	1 45 15	43 00	9.0	F. E. Palmer	1125	
Waukon.	2153	721	450	351	48	78	5479 20	1 65 12	41 30	9.5	J. F. Smith	1200	
West Liberty.	1690	480	417	327	68	78	5385 70	1 85 11	44 30	9.0	L. T. Hill	1000	
West Union.	1935	633	442	355	55	80	4481 25	1 40 9	41 11	9.0	G. E. Finch	1100	
What Cheer.	2746	948	790	663	70	83	6585 00	1 08 14	43 00	9.0	A. L. Shattuck	1000	

GRADED SCHOOLS.

Not including those found in tables on pages 27 and 28.

NAMES OF TOWNS.	Population, census of 1900.	Number months school.	Enumeration between 5 and 21 years in 1900.	Enrolled in school — fall of 1900.	Average attendance, 1899-1900.	Average tuition per month for each scholar in av. attendance.	NAME OF SUPERINTENDENT OR PRINCIPAL, 1899-1900.	Annual salary.	Number of other teachers.	Average salary per month of assistant teachers.
Ackley.....	1445	9 0	535	398	309	\$ 1.05	O. A. Maxwell.....	\$1200	8	45.62
Adair.....	879	9 0	305	280	235	1.36	C. T. Wright.....	720	6	41.00
Adel.....	1213	9 0	411	442	316	1.65	S. A. Potts.....	1000	10	43.25
Afton.....	1178	9 0	373	347	240	1.05	W. O. Mullen.....	810	8	34.12
Agency.....	408	9 0	217	176	142	1.63	W. O. Hicks.....	450	5	33.13
Ainsworth.....	404	8.5	158	134	114	1.34	T. H. Barnes.....	680	3	37.50
Akron.....	1029	9 0	420	352	237	1.50	J. H. Schroeder.....	720	5	40.00
Albion.....	440	9 0	169	129	115	1.57	F. W. Schultis.....	675	2	40.00
Alden.....	700	9 0	263	222	184	1.47	O. E. Tool.....	700	6	40.83
Allerton.....	950	9 0	352	343	265	1.14	J. F. Holliday.....	1040	5	35.00
Allison.....	463	9 0	190	135	103	1.65	O. G. Larson.....	630	3	35.00
Alta.....	861	9 0	331	290	210	1.62	H. E. Crosby.....	900	6	41.96
Alton.....	1000	9 0	475	231	136	2.15	J. E. Vertz.....	720	4	39.63
Amity.....	9 0	9 0	258	166	130	1.28	.....	450	3	36.34
Angus.....	333	9 0	153	159	111	1.22	O. H. Reimers.....	540	1	35.00
Anita.....	968	9 0	429	370	279	1.49	W. J. Catrell.....	765	8	41.37
Arlington.....	427	9 0	231	170	120	1.53	Paul F. Voelker.....	540	4	37.50
Arlington.....	863	9 0	314	271	182	3.33	G. L. Rawson.....	675	5	39.00
Armstrong.....	907	9 0	437	429	278	1.87	C. A. Wilcox.....	675	6	41.67
Ashton.....	513	9 0	225	86	64	2.42	J. P. McKinley.....	585	2	45.00
Aurelia.....	621	9 0	237	211	159	1.76	F. Perkins.....	720	5	40.00
Avingdon.....	9 0	9 0	110	99	58	.96	Rolla Peters.....	315	1	27.50
Alta Vista.....	179	9 0	106	70	50	1.34	Lenna Cory.....	315	2	33.00
Altona.....	328	9 0	92	118	66	1.52	Geo. F. Ouden.....	425	2	30.00
Alvord.....	249	9 0	82	90	64	2.77	D. E. McMuilen.....	450	1	40.00
Andrew.....	273	9 0	184	116	70	1.50	H. A. Hoffman.....	650	3	30.00
Arcadia.....	405	9 0	202	126	77	2.14	J. M. Dunck.....	675	1	45.00
Arion.....	192	9 0	89	65	43	1.60	J. H. Norris.....	349	1	30.00
Arthur.....	162	9 0	98	80	57	1.40	F. O. Phares.....	450	1	40.00
Atalissa.....	9 0	9 0	119	113	74	1.89	J. S. Pepper.....	575	1	40.00
Atalistan.....	255	8 0	129	101	60	1.18	W. O. Childers.....	245	1	35.00
Auburn.....	293	9 0	128	100	73	1.23	A. W. Fuller.....	450	1	40.00
Aurora.....	311	9 0	14	130	89	1.37	L. W. Inman.....	450	2	36.00
Avery.....	437	9 0	123	90	61	1.24	Chas. Young.....	344	1	33.00
Anthony.....	437	9 0	170	143	101	1.39	H. W. Curtis.....	480	2	40.00
Bagley.....	353	9 0	137	122	92	1.64	W. H. Bridges.....	540	3	35.70
Badwin.....	254	9 0	135	116	81	1.51	J. V. Page.....	585	3	40.00
Bancroft.....	530	9 0	362	328	226	1.50	E. G. Bailey.....	675	6	44.16
Barnes.....	274	8 0	170	120	.....	.....	E. N. Eaton.....	360	2	34.50
Bassett.....	149	9 0	88	70	51	1.29	J. H. Phelps.....	360	3	33.70
Batavia.....	533	8 0	191	155	123	1.34	Jess. Spurgeon.....	400	3	36.00
Battle Creek.....	542	9 0	243	219	158	1.54	Charles King.....	720	3	42.00
Bayard.....	494	9 0	204	204	139	1.38	Wm. Hamilton.....	650	4	40.00
Baxter.....	41	9 0	163	131	82	1.89	Emma Crossland.....	450	3	35.00
Beacon.....	953	9 0	421	350	222	.96	J. P. McMurray.....	650	3	35.00
Beaman.....	266	9 0	111	90	71	2.18	F. D. Adams.....	450	2	35.00
Belmond.....	1234	9 0	446	382	274	1.39	A. McDonald.....	990	7	40.00
Bennett.....	238	9 0	83	63	46	2.05	J. H. Dutton.....	465	1	42.50
Benton.....	192	8 0	63	64	.....	.....	J. K. Roberts.....	290	1	28.00
Bentonsport.....	254	7.5	97	79	30	1.87	J. H. Anderson.....	419	1	35.00
Bevington.....	7 0	7 0	45	38	20	1.71	.....	238	1	34.28
Birmingham.....	622	8 0	280	181	160	1.41	J. E. Moore.....	560	4	30.00
Blairsburg.....	9 0	9 0	95	63	48	1.87	Chas. Robinson.....	450	1	40.00
Blairstown.....	592	9 0	210	162	123	1.75	Hanna Houghton.....	540	4	38.35
Blakesburg.....	8 0	9 0	93	104	74	1.15	A. N. Smith.....	400	1	35.00
Blanchard.....	520	9 0	200	171	138	1.50	D. D. Miles.....	700	2	46.25

GRADED SCHOOLS—CONTINUED.

NAMES OF TOWNS.	Population, census of 1900.	Number months school.	Enumeration between 1900 and 1901.	Enrolled in school — fall of 1900.	Average attendance, 1898-1900.	Average tuition per month for each scholar in av attendance.	NAME OF SUPERINTENDENT OR PRINCIPAL, 1899-1900.	Annual salary.	Number of other teachers.	Average salary per month of assistant teachers.
Blockton.....	704	9.0	263	210	177	1.21	G. A. Chaney.....	680	4	38.25
Bode.....	409	7.0	143	101	62	1.85	M. M. Horton.....	315	2	35.00
Bonaparte.....	896	8.0	285	239	178	1.32	A. G. Roberts.....	640	3	40.00
Boyden.....	336	9.0	153	139	105	1.45	M. O. Murray.....	450	2	35.00
Braddyville.....	236	8.5	97	103	60	1.29	Maude Elliott.....	300	1	35.00
Brandon.....	9.0	102	102	59	59	1.12	Anna Maloney.....	337	1	35.00
Brazil.....	7.0	257	177	108	83	1.83		210	2	30.00
Breda.....	385	9.0	208	208	45	2.50	J. C. Callahan.....	540	1	40.00
Bridgewater.....	9.0	119	100	74	74	1.55	E. A. Ish.....	405	1	35.00
Brighton.....	807	9.0	278	268	209	1.17	Samuel Quigley.....	675	5	35.00
Bristow.....	317	9.0	137	123	85	2.09	Geo. E. Pruitt.....	510	4	40.00
Brooklyn.....	1188	9.0	650	662	271	1.75	Eugene Henely.....	1000	9	46.00
Brooks.....	8.0	184	151	89	89	1.73	Clara Taylor.....	420	2	25.00
Brookville.....	8.5	63	34	29	29	1.55	Frank Myers.....	382	1	45.00
Buffalo.....	372	9.0	163	137	86	1.12	D. W. Haaks.....	500	1	40.00
Buffalo Center.....	875	9.0	357	357	290	1.11	C. J. Johnson.....	690	7	35.00
Harr Oak.....	8.0	80	80	55	55	1.22	S. E. Brickner.....	329	1	28.00
Burt.....	604	9.0	183	154	91	2.08	M. E. Gumbart.....	675	4	40.00
Bussey.....	550	8.0	236	182	34	.97	F. T. Metcalf.....	400	2	35.00
Calro.....	8.0	65	36	24	24	1.92	T. M. Boden.....	280	1	33.12
Calamus.....	287	9.5	137	102	68	1.25	E. T. Housh.....	475	1	35.00
Callender.....	399	8.0	157	144	81	1.59	E. M. Ericsson.....	340	2	37.50
Calmar.....	1003	9.5	401	387	197	1.06	F. O. Clark.....	712	4	33.75
Camanche.....	713	9.0	213	187	114	1.27	Roberta Muhs.....	450	3	31.14
Cambridge.....	667	9.0	183	183	126	.94	L. L. Dietrich.....	540	4	37.50
Cantril.....	356	8.0	103	99	68	1.77	A. L. Heminger.....	480	2	30.00
Carnton.....	8.0	98	85	70	70	1.31	Jas. Wescoat.....	320	1	30.00
Carbonado.....	8.0	67	70	30	30	1.64	Mary Wasson.....	400	1	30.00
Carlisle.....	553	9.0	266	266	186	1.27	F. E. Stephens.....	540	3	38.00
Carson.....	632	9.0	235	246	187	1.47	Guy P. Linville.....	705	5	40.00
Cascade.....	1266	9.0	145	68	45	3.37	Nellie Garrison.....	450	2	30.00
Casey.....	568	9.0	194	172	131	1.53	G. W. Mattison.....	595	4	42.36
Castalia.....	8.5	59	64	22	22	2.76	Wm. McKinley.....	297	1	30.00
Castana.....	355	9.0	146	110	90	2.22	P. N. Lewis.....	675	3	36.66
Center Grove.....	9.0	115	63	31	31	1.74	Lizzie McCarten.....	360	1	25.00
Center Junction.....	255	9.0	118	94	59	3.30	F. E. Fowle.....	450	2	35.00
Center Point.....	674	9.0	242	223	181	1.00	J. M. Sniffen.....	630	4	33.50
Central City.....	623	9.0	210	237	201	1.27	L. A. Jesse.....	750	4	31.25
Chapin.....	9.0	82	80	49	49	1.53	O. C. Alexander.....	380	1	37.50
Charleston.....	6.0	115	85	64	64	.91	Geo. Kunz.....	240	1	24.00
Charlotte.....	10.0	101	106	78	78	1.36	Geo. E. Farrell.....	600	1	45.00
Charter Oak.....	772	9.5	303	301	235	1.29	C. F. Garrett.....	855	6	40.10
Chelsea.....	419	9.0	151	133	98	1.12	R. H. Belknap.....	450	3	29.22
Chester.....	9.0	85	94	62	62	1.35	I. G. Armstrong.....	450	1	35.00
Chillicothe.....	216	9.0	78	78	48	1.83	Joseph Parks.....	500	1	35.00
Churdan.....	626	9.0	228	233	117	1.45	Wm. Barr.....	585	3	35.00
Cincinnati.....	1212	9.0	458	350	233	.99	P. B. Woods.....	720	5	31.00
Clarence.....	675	9.0	197	170	143	1.91	J. H. Morgan.....	1000	4	40.61
Clarion.....	1475	9.0	494	431	337	1.51	S. T. May.....	900	10	41.00
Clarksburg.....	849	9.0	214	237	178	1.60	F. E. Howard.....	855	5	38.00
Clayton.....	10.0	56	52	30	30	2.17	W. H. Barnhart.....	400	1	25.00
Clearfield.....	698	9.0	247	289	215	1.37	H. S. Ash.....	720	5	42.00
Cleghorn.....	9.0	87	81	43	43	2.09	Jno. Hayes.....	495	1	40.00
Clermont.....	513	9.0	283	234	147	1.24	C. F. McNevin.....	675	2	35.00
Coal Creek.....	8.5	97	53	39	39	1.77	J. H. Atkinson.....	350	1	31.25
*Capital Park.....	9.0	675	520				Z. C. Thornburg.....	1200	15	44.20
Coggon.....	498	9.0	147	161	105	1.62	Lorin Inman.....	495	3	35.85
Coln.....	574	9.0	185	204			S. S. Breckinridge.....	675	4	38.00
Colesburg.....	274	9.0	96	93	56	1.66	T. A. Foote.....	630	1	40.00
Collins.....	540	9.0	171	161	120	1.82	Herbert Pease.....	675	2	38.00
College Springs.....	693	9.0	240	262	221	1.90	M. L. Whitaker.....	450	3	36.67
Colo.....	391	9.0	132	116	90	1.08	I. B. Allard.....	675	1	35.00
Columbus City.....	388	8.0	184	133	96	1.01	W. B. Hiller.....	550	2	32.50
Columbus Jct.....	1099	9.0	376	375	325	1.19	J. W. Thompson.....	1100	5	36.00
Conesville.....	8.5	100	80				C. E. Jayne.....	450	1	35.00
Conrad.....	483	9.0	147	152	127	1.37	A. M. Gray.....	585	3	38.00
Conway.....	348	8.5	138	129	92	1.82	W. H. Cash.....	485	2	35.00
Coon Rapids.....	1017	9.0	412	350	276	1.40	S. A. Power.....	720	6	40.00
Correctionville.....	985	9.0	453	349	280	1.27	T. B. Morris.....	1100	6	40.83

GRADED SCHOOLS—CONTINUED.

NAMES OF TOWNS.	Population, census of 1900.	Number months school	Enumeration between 5 and 21 years in 1900.	Enrolled in school, —fall of 1900.	Average attendance 1898-1900.	Average tuition per month for each scholar in av. attendance.	NAME OF SUPERINTENDENT OR PRINCIPAL 1899-1900.	Annual salary.	Number of other teachers.	Average salary per month of assistant teachers.
Corwith.....	651	9.0	212	198	133	1.93	C. W. Thompson.....	675	4	43 75
Corydon.....	1477	8.0	420	420	358	1.24	Chas. Carter.....	1125	8	38 00
Crawfordsville.....	268	9.0	103	90	70	1.85	E. D. Morrison.....	540	1	37 50
Cromwell.....	208	9.0	93	74	52	1.73	W. O. Hunt.....	450	1	40.00
Cumberland.....	591	9.0	198	182	153	2.03	Frank Lindeman.....	675	1	45.00
Cushing.....	237	9.0	122	120	74	1.53	P. J. Scarbo.....	450	1	40.00
Dahlonaga.....	8.0	72	67	34	1.98	L. M. Dimmitt.....	304	1	30.00	
Dakota City.....	362	9.0	166	149	112	1.36	Mrs B. M. Simmons.....	585	3	30.00
Dallas.....	8.0	25	28		1.02	Belle Henby.....	248	1	31.00	
Dallas Center.....	625	9.0	252	226	179	1.35	H. R. Miller.....	720	4	41 25
Davis City.....	617	8.0	248	199	150	1.00	J. M. Howell.....	400	4	33.75
Dana.....	8.5	73	60				L. A. Sabin.....	277	1	27 50
Danbury.....	480	9.0	454	310	171	1.41	Geo. Mulin.....	630	11	32.08
Danville.....	8.0	64	50	42	1.89	Linton Packer.....	400	1	35.00	
Dawson.....	8.0	103	95				J. E. Arthand.....	288	1	36.00
Dayton.....	753	9.0	190	221	177	1.86	E. A. Rolfe.....	639	3	40.00
Decatur.....	387	8.0	174	121	93	1.20	D. W. Greenslate.....	369	2	30.00
Deedham.....	374	9.0	173	130	96	1.24	E. A. Earhart.....	450	3	35.00
Deep River.....	403	9.0	213	176	115	1.55	W. H. Meek.....	810	5	32.50
Defiance.....	387	9.0	166	175	121	1.48	L. A. Glassburn.....	540	2	40.10
Delaware.....	8.0	129	96	61	1.46	F. L. Kolb.....	450	1	40.00	
Delhi.....	8.0	160	118	87	1.58	A. L. Chase.....	495	2	36.00	
Delmar.....	592	9.0	154	128	102	1.27	Lucy E. Lukens.....	495	2	37 50
Delta.....	691	8.0	256	197	180	1.20	J. E. Foster.....	520	5	30.00
Derby.....	9.0	91	57	52	1.24	F. M. Bell.....	333	1	27.50	
De Soto.....	345	9.0	163	154	105	1.9	S. W. Rowley.....	875	3	42 66
Dexter.....	785	10.0	268	275	206	2.08	D. P. Repass.....	1000	4	42 50
Diagonal.....	383	9.0	143	134	103	1.01	E. J. Pollock.....	450	2	32 50
Dickens.....	9.0	100	87	60	1.79	Pliny Chase.....	360	2	35.00	
Dillon.....	8.0	36	25				Vella M. Hazen.....	297	1	35.00
Dixon.....	270	8.0	111	98	80	1.09	J. Q. Zuck.....	450	1	37 50
Donnellson.....	270	8.0	115	75	59	.96	J. W. Roberts.....	320	1	30.00
Donon.....	545	9.0	178	179	107	2.22	E. F. Green.....	630	3	41.66
Dow City.....	462	9.0	214	185	129	1.84	F. R. Schafer.....	875	4	40.00
Dowsey.....	9.0	64	60	43	1.85	E. C. Bartlett.....	396	1	35.00	
Dows.....	818	9.0	199	220	195	1.40	A. P. Hargrave.....	765	5	41.00
Drakeville.....	238	7.0	87	90	64	1.09	J. M. Hammond.....	315	1	40.00
Dumont.....	433	8.0	120	86			G. L. Waldrow.....	320	2	35.00
Duncombe.....	350	9.0	174	113	72	1.05	S. J. Backus.....	360	1	30.00
De Witt.....	1383	9.0	416	261	194	2.04	Margaret Buchanan.....	910	7	42 14
Dunkerton.....	217	8.0	82	52			Otha E. Hartman.....	320	1	35.00
Dunlap.....	1355	9.0	561	468	338	1.76	L. B. Stuart.....	1000	9	44.00
Durant.....	590	9.0	210	161	116	1.27	Wm. Wisener.....	562	1	45.00
Dyersville.....	1324	10.0	640	94	63	2.38	J. C. McGee.....	700	1	35.00
Dysart.....	902	9.0	317	250	229	1.41	H. O. Pratt.....	900	5	45.00
Earlham.....	630	8.0	230	165	135	1.50	W. H. Monroe.....	560	2	40.00
Earling.....	340	9.0	180	30	14	2.05	C. Munchrath.....	360	2	37.00
Early.....	579	9.0	228	235	175	1.34	C. H. Jump.....	675	4	40.00
Earville.....	618	9.0	205	187	138	1.43	B. J. Still.....	630	3	43.33
Edgewood.....	665	9.0	106	173	133	.92	Prof. Martindale.....	600	3	35.00
Elgin.....	635	9.0	221	176	134	1.78	A. H. Perryman.....	630	3	33.33
Elkport.....	326	9.0	198	125	81	1.28	J. D. Robinson.....	450	1	28.00
Elliott.....	516	9.0	193	201	176	1.53	D. O. Nelfert.....	630	4	40.00
Ellston.....	242	9.0	182	125	90	1.34	Mrs. L. L. Richardson.....	540	1	30.00
Ellsworth.....	319	8.0	155	120	75	1.60	O. Von Krog.....	450	2	30.00
Elma.....	976	9.0	408	319	250	1.24	B. P. Harding.....	545	6	34.00
Ely.....	9.0	95	72	53	1.24	W. L. Gater.....	315	1	30.00	
Emerson.....	502	9.0	191	184	146	1.61	W. P. Wortman.....	630	4	40.00
Elkader.....	1321	9.0	394	291	120	1.36	J. E. Webb.....	1000	6	45.00
Epworth.....	549	9.0	175	122	91	1.01	Anna J. O'Connor.....	450	2	36.66
Essex.....	710	9.0	212	199	144	1.60	J. R. McComb.....	680	4	42.50
Everly.....	9.0	151	130	95	1.56	F. B. Steece.....	540	3	35.00	
Evans.....	8.0	306	212	127	.92	H. H. Kent.....	360	1	35.00	
Eddyville.....	1230	8.0	318	354	259	1.22	F. S. Thompson.....	800	5	35.83
Exira.....	851	9.0	338	277	191	1.79	L. J. Cenger.....	450	6	37.50
Fairbank.....	544	9.0	230	183	115	1.40	J. H. Anderson.....	630	3	34 17
Fairfax.....	9.0	109	109	82	1.34	B. W. Humphrey.....	540	2	29.45	
Farley.....	513	9.0	222	160	118	1.39	Mary Rourke.....	575	3	36.00
Farmington.....	1332	8.0	397	370	303	1.12	A. T. S. Owen.....	640	7	37 14

GRADED SCHOOLS—CONTINUED.

NAMES OF TOWNS.	Population, census of 1900.	Number months school	Enumeration between 6 and 21 years in 1900.	Enrolled in school — fall of 1900.	Average attendance, 1899-1900.	Average tuition per month for each scholar in av. attendance.	NAME OF SUPERINTENDENT OR PRINCIPAL, 1899-1900.	Annual salary.	Number of other teachers.	Average salary per month of assistant teachers.
Farnhamville...	348	9 0	150	128	87	1.38	H. A. Crawford.....	450	1	35.00
Farragut.....	514	9 0	189	204	188	1.48	Ohas. McMullen.....	648	0	41 00
Fayette.....	1315	9 0	410	335	243	1.28	F. E. Finch.....	780	0	37 50
Fertile.....	.....	8 0	86	70	24	1.55	D. B. Clark.....	230	1	36 00
Foris.....	.....	8 0	112	87	70	1 05	G. R. Buckles.....	320	1	35.00
Floyd.....	353	9 0	132	120	76	1 62	E. A. Sheldon.....	468	2	35 00
Fonda.....	1180	9 0	377	375	271	1 66	D. E. Barnes.....	770	2	45 03
Fontanelle.....	853	9 0	309	229	168	1 80	O. C. Smith.....	810	4	40 09
Ft. Atkinson.....	264	9 0	186	111	77	1 10	P. F. Hammond.....	450	1	30.00
Forster.....	205	8 0	153	91	54	1 48	V. J. Hibbs.....	360	1	35 00
Frankville.....	.....	8 0	71	63	31	1 96	Levi Clark.....	280	1	26 83
Fraser.....	.....	9 0	196	298	126	1 80	K. Wittig.....	400	3	30.00
Fredericksburg.....	565	9 0	130	166	130	1 05	J. A. Eckenrodt.....	450	3	30.00
Franklin.....	210	5 0	130	100	52	1 97	A. W. Rakow.....	200	1	28 33
Fremont.....	542	8 0	185	184	131	1 25	J. J. Williams.....	480	3	35.00
Galt.....	.....	8 0	75	61	50	1 30	W. W. Dalzell.....	360	1	32 50
Galva.....	456	9 0	214	193	153	1 43	Kate Hummer.....	730	4	42 00
Garden Grove.....	651	9 0	270	247	201	1 17	J. H. Drake.....	810	4	30.00
Gardaville.....	.....	9 0	139	90	68	2 35	E. O. Fiske.....	585	2	35.00
Garner.....	1288	9 0	408	433	283	1 69	M. F. Moine.....	850	9	40 50
Garrison.....	482	9 0	224	211	157	1 33	O. R. Lowe.....	495	2	37 50
Geneva.....	.....	9 0	80	60	48	2 62	Willis E Lamb.....	540	0	31 25
George.....	394	9 0	147	132	93	2 63	M. R. Hassel.....	630	2	41 00
Germania.....	384	9 0	115	85	30	1 25	F. H. Dawson.....	405	1	35.00
Gilbert Station.....	.....	9 0	81	74	51	1 43	F. W. Rhodes.....	390	1	33 88
Gilman.....	465	9 0	165	145	114	1 85	J. E. Holmes.....	585	3	40.00
Gilmore City.....	687	9 0	151	219	190	1 15	Edna Blake.....	585	4	40 00
Garwin.....	470	8 5	155	137	110	1 52	F. J. Becker.....	655	2	37 50
Gladbrook.....	842	9 0	348	300	233	1 08	C. J. Ruehne.....	775	5	44 50
Glidden.....	733	9 0	222	222	182	1 50	J. H. Beveridge.....	1180	4	38 75
Goldfield.....	628	9 0	253	253	179	1 73	G. T. Eld Idge.....	700	4	40 00
Goodell.....	254	9 0	105	95	48	2 60	Wm Philo.....	495	2	35.00
Gowrie.....	681	9 0	220	199	138	1 28	J. C. Harrington.....	675	3	35 00
Graftingier.....	388	9 0	178	161	85	1 45	Ole Olsen.....	450	3	37 50
Grafton.....	156	9 0	81	62	45	1 14	.....	342	1	33.00
Grun y Center.....	1322	9 0	445	404	344	1 44	J. E. Stout.....	1125	10	36 34
Guthrie Center.....	1193	9 0	445	404	317	1 41	Adam Pickett.....	900	9	40 00
Grand Junction.....	1113	9 0	401	312	217	1 64	A. J. Oblinger.....	585	3	35 00
Grand Mound.....	355	9 0	170	125	90	1 27	S. M. Ballard.....	450	2	35 50
Grant.....	.....	9 0	104	54	.....	.....	James Bever.....	450	1	40.00
Grant City.....	249	8 0	107	102	78	1 83	Geo L. Hicks.....	280	1	30.00
Granville.....	381	10 0	134	45	29	2 93	L. A. Wilson.....	500	1	35.00
Gravity.....	549	9 0	189	155	109	1 32	J. H. Stinson.....	450	3	40 00
Gray.....	180	9 0	83	84	69	1 28	Wm Cunningham.....	450	1	37 00
Greeley.....	488	9 0	124	136	92	1 52	Theo. Saam.....	585	2	37 50
Greene.....	1192	9 0	355	362	257	1 63	J. R. Jamison.....	900	8	40.00
Greenfield.....	1300	9 0	474	442	309	1 60	G. O. Van Meter.....	900	9	39 33
Griswold.....	900	9 0	281	275	240	1 10	W. R. Andrews.....	900	4	41 00
Hamilton.....	538	8 0	239	140	94	1 12	Mrs M. H. Hrsin.....	400	3	35 00
Hancock.....	276	9 0	113	113	67	1 77	H. L. Caillet.....	541	1	40.00
Hansell.....	.....	9 0	31	25	16	3 77	E. Campbell.....	270	1	30 00
Harcourt.....	192	8 0	67	48	36	1 73	Ida Johnson.....	260	1	30 00
Harper's Ferry.....	269	9 0	111	103	94	1 18	Jas. Collins.....	385	1	30 50
Hartley.....	1006	9 0	397	328	244	1 41	J. O. Hood.....	1000	6	43 65
Hastings.....	404	9 0	167	156	107	1 07	W. R. Woods.....	540	3	40 00
Havelock.....	397	9 0	149	144	91	1 50	Frank Jarvis.....	585	2	40 00
Hawkeye.....	518	9 5	216	157	120	1 43	J. R. Gardner.....	610	3	35.00
Hazleton.....	500	9 0	180	140	.....	.....	H. L. Hunt.....	460	4	35 10
Hedrick.....	1935	8 0	353	288	202	1 28	Geo. L. Matson.....	800	6	45 00
Henderson.....	244	9 0	103	117	82	2 20	J. M. Canfield.....	630	3	35 00
Hesper.....	.....	9 0	101	82	46	2 18	G. W. Boost.....	575	1	35.00
Hittman.....	.....	8 0	688	400	306	1 80	E. C. Miller.....	480	5	35 00
Hillsboro.....	.....	8 0	97	93	45	2 14	A. H. Packer.....	378	1	28 00
Hillsdale.....	244	9 0	138	104	67	1 26	J. D. Reed.....	405	1	40 00
Holstein.....	870	9 0	361	269	230	1 72	J. W. Elwood.....	810	6	48 00
Hopewille.....	145	8 0	106	88	53	1 27	Fred Morgan.....	280	1	32 50
Hopkinton.....	767	9 0	225	197	146	1 39	T. V. Hunt.....	675	4	37 50

GRADED SCHOOLS—CONTINUED.

NAMES OF TOWNS.	Population, census of 1900.	Number months school.	Enumeration between 5 and 21 years in 1900.	Enrolled in school fall of 1900.	Average attendance 1899-1900.	Average tuition per month for each scholar in attendance.	NAME OF SUPERINTENDENT OR PRINCIPAL, 1899-1900.	Annual salary.	Number of other teachers.	Average salary per month of assistant teachers.
Hornick	284	9.0	118	90	70	1.54	W. L. Smith	360	3	37.50
Hospers	415	10.0	152	124	70	1.70	F. K. Wordhoff	470	1	34.00
Hubbard	676	9.0	273	245	101	1.75	W. O. Reed	650	6	40.00
Hudson	350	9.0	108	93	76	1.75	Geo. A. Glenny	450	2	35.55
Hull	626	10.0	285	227	182	1.52	D. M. Odle	800	4	41.25
Humboldt	1474	9.0	389	415	302	1.41	R. E. Towle	860	9	41.88
Humeston	945	9.0	348	290	231	1.39	G. A. Axline	950	6	40.00
Imogene	290	9.0	104	103	62	1.37	E. Beaver	450	1	35.00
Incline	9.0	9.0	276	150	170	.80	R. B. Boyd	540	3	31.00
Indianapolis	8.0	9.0	97	102	55	1.37	F. R. Osborn	400	1	35.00
Inwood	477	9.0	195	197	137	1.42	Paul J. Case	585	3	43.33
Ionia	306	9.0	100	102	132	1.41	Ralph Hardie	450	3	35.00
Iowa Center	7.0	7.0	71	68	40	1.57	Frank Halley	280	1	30.00
Ireton	545	9.0	107	186	134	1.75	A. A. Sifert	675	4	40.00
Irwin	205	9.0	110	102	92	1.32	F. M. Holmes	540	2	40.00
Jamaica	9.0	9.0	186	100	85	1.42	E. C. Kinney	540	2	40.00
Janesville	311	8.5	93	84	57	.94	C. D. Behrens	425	1	33.50
Jesup	690	9.0	184	190	134	1.59	Ernest Coad	630	3	34.17
Jewell	947	9.0	305	260	178	1.17	N. H. Conner	630	4	34.00
Jolley	266	9.0	112	91	72	1.67	C. E. Rice	450	2	42.00
Kalona	540	9.0	197	155	116	.80	F. L. Mahannah	495	2	35.00
Kellerton	458	9.0	224	194	148	1.30	J. D. Cherrholmes	600	4	35.75
Kellogg	654	9.0	201	173	124	1.94	R. S. Whitley	675	4	37.50
Kent	8.0	8.0	78	60	38	1.74	Ida Maynard	270	2	35.00
Kensett	450	9.0	185	130	93	1.05	W. J. Ford	450	2	30.00
Kenwood Park	283	9.0	212	147	111	1.03	M. R. Fayram	540	3	30.00
Keota	990	8.5	302	226	198	1.36	G. W. Hursey	680	5	33.00
Keswick	8.0	8.0	147	147	114	1.55	R. A. Nourse	600	3	33.33
Keystone	405	9.0	170	120	80	1.85	D. F. Harrington	585	2	40.00
Kingsley	720	9.0	289	292	224	1.28	C. E. Hanchett	675	5	40.00
Kirkman	253	9.0	92	81	61	1.46	Emma Oaks	360	1	30.00
Kirkville	422	8.0	168	172	135	1.15	J. F. Croft	400	3	35.00
Klemme	262	8.5	129	94	60	2.06	Lulu Merrick	360	3	40.53
Knowlton	207	8.0	112	98	65	1.62	Frank Reed	360	2	30.00
Kossuth	8.0	8.0	90	77	54	1.48	C. E. Smith	400	1	30.00
Kosauqua	1147	9.0	384	383	302	1.33	David Williams	900	6	40.00
Lacoma	490	8.0	193	185	120	1.53	S. B. Wolfe	440	2	37.50
Ladora	210	9.0	108	104	74	1.76	L. J. White	495	1	40.00
Lake Mills	1294	9.0	548	359	279	1.52	O. O. Vogenitz	720	9	39.78
Lake Park	541	9.0	279	190	142	2.90	M. R. Hassel	540	4	31.20
Lake View	594	9.0	166	103	114	1.57	J. M. Holiday	630	3	38.33
Lamont	630	9.0	334	284	151	1.36	J. E. Forsythe	585	4	35.00
La Motte	272	10.0	119	72	49	1.10	W. Wall	475	2	39.00
Lancaster	8.0	8.0	87	45	35	1.86	G. W. Moore	300	1	27.50
Lansing	1438	9.0	520	285	221	1.88	J. B. Knoepfer	1200	8	40.00
La Porte City	1419	9.0	497	345	282	1.59	E. B. Lizer	1000	8	42.22
Larchwood	450	9.0	192	119	101	1.78	M. C. Boylan	540	3	41.66
Larrabee	125	9.0	78	70	23	2.68	F. A. Grafelman	450	1	40.00
Laurens	854	9.0	304	280	194	1.45	E. L. Groat	720	5	40.00
Lawler	646	9.0	248	134	91	1.23	T. E. McCarty	570	3	35.33
Le Claire	997	9.0	252	176	121	1.73	A. W. Tschantz	720	3	35.33
Ledvard	257	9.0	93	100	68	1.70	A. E. Jewett	450	2	35.00
Le Grand	458	9.0	148	113	72	1.68	Harry Haas	495	2	40.00
Lehigh	860	8.0	455	297	219	1.02	J. F. O'Malley	495	5	35.00
Leighton	8.0	8.0	72	68	46	1.84	A. B. Kitching	400	1	35.00
Lenor	314	9.0	170	100	310	1.55	A. E. Day	855	8	40.83
Lester	225	9.0	104	76	59	1.53	B. M. Cobb	450	1	40.00
Letts	387	9.0	111	107	101	1.53	W. H. Mahaffie	630	1	37.50
Lewis	614	9.0	248	248	194	1.45	Byron Read	540	5	39.50
Libertyville	608	9.0	202	249	164	1.15	J. W. Dale	315	1	30.00
Limesprings	314	9.0	155	152	114	1.52	D. L. Grannis	720	5	35.00
Linden	690	9.0	290	201	155	1.71	W. C. Mover	450	2	38.50
Linnville	8.0	8.0	141	121	86	1.91	W. H. Lancelot	800	5	35.00
Lina Grove	950	9.0	298	222	179	1.35	W. J. Bell	510	2	35.00
Lisbon	338	8.0	150	134	118	1.44	B. W. Hoadley	900	4	41.25
Liscomb	399	9.0	231	232	126	1.44	Geo. Biersborn	495	3	40.00
Little Rock	427	9.0	174	150	118	2.19	Casper Schenk	540	2	45.00
Little Sioux	377	9.0	121	105	311	1.52	J. M. Ireland	584	3	35.00
Logan	377	9.0	121	105	311	1.42	J. Peasley	1000	10	43.00

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Livermore.....	618	9.0	222	230	151	1.85	W. H. Blakeley	675	1	41.25
Lohrville.....	597	9.0	212	212	162	1.42	J. B. Green.....	630	1	40.00
Lone Tree.....	600	9.0	191	187	132	1.59	F. V. Brock.....	630	1	35.00
Lorimor.....	587	9.0	183	180	132	1.45	Chas. Myerholz.....	585	1	40.00
Lost Nation.....	.....	9.0	140	136	78	1.28	J. A. Crowl.....	495	1	45.00
Lovilia.....	.....	8.0	125	112	54	1.43	J. F. Treasure.....	584	1	35.00
Lowden.....	544	9.0	212	137	68	1.85	H. H. Peterson.....	540	1	33.50
Low Moor.....	318	10.0	118	75	50	1.70	F. W. Hayner.....	450	1	40.00
Luana.....	.....	9.0	63	40	.....	.....	Gertrude Wheeler.....	200	1	32.22
Lucas.....	1132	9.0	442	321	316	1.81	E. S. Wells.....	585	1	31.66
Luverne.....	534	9.0	210	180	129	1.40	W. E. Kyler.....	540	1	40.00
Lynnville.....	347	8.0	145	109	100	1.64	A. T. Gifford.....	480	1	31.00
Macedonia.....	295	9.0	167	123	102	2.37	J. W. W. Laird.....	720	1	40.82
Macksburg.....	235	7.0	89	75	60	2.05	Mrs. S. J. Wescott.....	385	1	30.00
Madrid.....	1021	8.0	334	278	200	2.03	E. L. Meek.....	530	1	36.66
Magnolia.....	.....	9.0	139	149	104	1.20	K. G. Lancelot.....	450	1	40.00
Malcom.....	404	9.0	112	130	101	1.92	Otis Randall.....	630	1	40.00
Maloy.....	.....	8.0	95	71	55	1.27	Ellen O'Conner.....	228	1	35.00
Malvern.....	1166	9.0	468	361	274	1.46	J. B. Morris.....	720	1	40.00
Manilla.....	773	9.0	386	302	232	1.36	P. M. Hersom.....	675	1	40.41
Manley.....	359	9.0	136	111	82	1.46	C. F. Mutchler.....	450	1	35.00
Manning.....	1169	9.0	473	407	313	1.02	J. J. McMahon.....	90	1	40.00
Manson.....	1424	9.0	423	410	336	1.34	P. C. Holdoegel.....	1100	1	40.00
Mapleton.....	1009	9.0	369	342	227	1.92	H. H. Hahn.....	1000	1	46.15
Marathon.....	659	9.0	261	243	168	1.43	E. G. Clark.....	675	1	40.00
Marble Rock.....	573	9.0	518	194	180	2.32	J. D. Lyon.....	765	1	30.00
Marcus.....	718	9.0	295	266	135	1.68	R. H. Minkle.....	630	1	40.00
Marne.....	410	9.0	147	167	124	1.46	E. N. Gibson.....	540	1	.....
Martinsburg.....	332	7.0	124	143	111	1.43	H. H. Hawkins.....	385	1	30.00
Massena.....	322	6.0	160	110	80	1.20	T. O. Smith.....	270	1	30.00
Massena.....	475	9.0	153	156	124	1.18	W. E. Salisbury.....	675	1	35.00
Maurice.....	280	9.0	103	80	62	1.37	J. E. Ullman.....	405	1	40.00
Maxwell.....	810	9.0	324	268	178	1.25	J. E. Barclay.....	540	1	37.00
Maynard.....	495	9.0	192	168	124	1.33	W. Beal.....	540	1	35.00
McGregor.....	1498	10.0	457	423	315	1.82	Josephine Harrison.....	1200	1	46.00
McIntire.....	.....	9.0	146	151	96	1.35	J. K. McCollum.....	585	1	32.50
Mechanicsville.....	703	9.0	182	183	139	1.72	C. McCracken.....	720	1	40.00
Mediapolis.....	725	9.0	210	211	162	1.70	G. L. Giltes.....	630	1	36.25
Melbourne.....	366	9.0	142	138	92	1.72	U. G. Brown.....	495	1	35.00
Melrose.....	408	8.0	101	158	104	1.00	A. W. Richardson.....	400	1	27.50
Menlo.....	428	9.0	164	145	111	1.87	M. P. Kenworthy.....	720	1	40.00
Meriden.....	432	9.0	110	102	64	1.55	W. O. Dailey.....	540	1	40.00
Merrill.....	384	9.0	177	161	110	1.32	J. S. Shoup.....	675	1	40.00
Meservey.....	193	9.0	54	82	51	1.47	J. M. Willis.....	405	1	30.00
Miles.....	384	9.0	147	135	115	1.37	John Ogen.....	585	1	48.00
Millford.....	485	9.0	212	176	136	1.30	Ira C. Welty.....	650	1	45.00
Millersburg.....	.....	8.0	123	129	102	1.12	C. E. Miller.....	400	1	36.87
Milton.....	840	8.0	244	242	183	1.18	P. E. McGeehan.....	600	1	36.00
Minburn.....	317	8.0	204	144	109	1.25	F. E. Buck.....	800	1	37.50
Minden.....	328	9.0	171	122	93	1.17	J. W. Percy.....	480	1	41.00
Mitchell.....	245	9.0	172	147	101	2.28	W. J. McDaid.....	630	1	41.00
Mitchellville.....	768	9.0	268	180	126	1.83	H. E. La Rue.....	630	1	33.33
Modale.....	383	9.0	137	164	106	1.61	E. Bradner.....	630	1	38.12
Moingona.....	.....	9.0	117	78	53	1.13	M. L. Dakin.....	450	1	35.00
Mona.....	.....	9.0	130	119	68	1.50	C. A. Nystrom.....	360	1	30.00
Mondamin.....	381	9.0	141	128	77	1.04	F. A. Penney.....	360	1	30.00
Monmouth.....	281	9.0	118	114	88	1.64	C. A. Barrett.....	450	1	35.00
Monona.....	674	9.0	195	145	120	1.53	Amos Hill.....	585	1	45.00
Monteozuma.....	917	8.0	295	279	197	1.72	M. S. Howe.....	675	1	43.00
Montrose.....	1216	9.0	513	353	307	1.81	J. E. Ell son.....	640	1	39.42
Montour.....	502	9.0	176	150	140	1.30	S. C. Dickinson.....	600	1	44.37
Montrose.....	748	8.0	244	211	178	51	H. B. Shoemaker.....	585	1	40.00
Moravia.....	632	8.0	231	188	150	1.09	J. P. Kennedy.....	600	1	40.00
Morning Sun.....	948	9.0	352	311	260	1.20	T. M. Harwood.....	480	1	30.00
Morrison.....	176	9.0	43	40	32	1.49	A. M. M. Dornon.....	1000	1	44.25
Moscow.....	.....	8.0	76	55	34	2.66	J. S. Hanna.....	450	1	35.00
Mr. Auburn.....	9.0	106	76	55	1.35	V. B. Perry.....	310	1	35.00
Mt. Carmel.....	8.0	145	1.31	Silas Johnson.....	405	1	35.00
							M. A. Gulentz.....	240	1	30.00

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Mt. Etna.....	8.0	79	78	46	1.55	C. W. Gurney.....	240	1	27.50	
Mt. Sterling.....	9.0	87	78	59	1.31	Carrie Townsend.....	360	1	30.00	
Mt. Union.....	8.0	66	55	40	1.76	Ed. De Garmo.....	340	1	28.00	
Moulton.....	1420	8.0	418	383	28.5	1.25 W. L. Cochrane.....	720	5	38.00	
Moville.....	507	9.0	173	187	155	1.30	Kittie Freed.....	630	3	45.00
Muchakinock.....	8.5	349	295	185	.89	.....	300	4	30.00	
Murray.....	940	8.0	309	272	230	1.04	J. W. Robey.....	600	8	36.00
Nashua.....	1268	9.0	395	367	279	1.62	C. J. Trumbauer.....	900	8	41.00
Nassau.....	8.0	51	55	36	2.22	Henry Hervey.....	360	1	35.00	
Neola.....	921	9.0	354	257	199	1.78	O. J. McManus.....	900	6	42.50
New Albin.....	543	8.0	195	184	152	1.05	J. W. Kellow.....	440	3	28.33
Newell.....	762	9.0	276	292	214	2.16	E. A. Ford.....	510	2	35.00
New Hall.....	9.0	96	71	45	1.68	Lizzie Wagner.....	315	1	35.00	
New Hartford.....	570	9.0	174	184	128	1.88	G. E. McCammel.....	730	4	40.00
New London.....	1003	9.0	290	265	190	1.25	W. E. Johnson.....	720	4	30.00
New Market.....	600	9.0	250	220	125	1.27	L. W. Burnett.....	405	4	30.00
New Providence.....	268	9.0	162	103	78	1.02	D. R. Marling.....	450	1	35.00
New Sharon.....	1252	9.0	425	395	280	1.37	J. W. Graham.....	810	8	37.00
New Virginia.....	8.0	134	109	36	1.35	F. B. Taylor.....	400	1	35.00	
Nichols.....	398	9.0	121	106	72	1.60	C. E. Jayne.....	400	2	32.50
Nodaway.....	8.0	266	230	140	1.76	W. L. Stevens.....	360	1	25.00	
Nora Springs.....	1209	9.0	361	275	190	1.25	Gertrude Murray.....	360	6	35.00
North English.....	683	9.0	317	258	195	1.27	E. H. McMillan.....	585	5	33.50
North McGregor.....	616	9.5	245	187	138	1.59	C. W. Bean.....	655	2	40.00
Northwood.....	1271	9.5	405	325	257	1.40	Edwin Mitchell.....	650	8	35.00
Norwalk.....	287	8.0	103	89	69	1.10	E. A. Jenner.....	360	1	31.00
Norway.....	533	9.0	197	145	101	1.35	C. O. Jameyson.....	540	3	36.67
Numa.....	7.0	105	66	56	.98	J. Bryant.....	210	1	23.50	
Odebolt.....	1432	9.0	516	404	324	1.20	C. H. Kamphoefner.....	810	7	42.85
Ocheyedan.....	509	9.0	213	205	140	1.69	Emma Youngquist.....	585	3	46.25
Oakland.....	913	9.0	378	378	256	1.21	F. M. Allen.....	810	6	37.00
Ogden.....	903	9.0	368	249	192	1.18	Clara Thompson.....	630	5	35.00
Olin.....	692	9.0	253	212	172	1.28	T. J. Cowan.....	792	5	41.20
Ollie.....	238	9.0	104	80	53	1.42	C. L. Starr.....	450	1	30.00
Orient.....	359	9.0	154	173	103	1.43	P. P. Sullivan.....	675	3	35.00
Osnow.....	263	9.0	132	126	92	1.57	C. D. Walrod.....	630	2	40.00
Otley.....	9.0	105	90	44	1.87	Laura Fisk.....	405	1	37.50	
Oto.....	396	9.0	235	240	149	1.49	F. Van Escher.....	630	3	35.00
Ossian.....	670	9.5	295	145	112	1.43	W. J. Barlow.....	570	3	31.60
Orange City.....	1457	9.0	784	537	426	1.48	O. W. Herr.....	810	10	42.72
Oxford.....	664	9.0	225	188	133	1.46	E. C. Meredith.....	675	3	40.00
Oxford Junction.....	780	9.0	319	249	201	1.22	C. J. Burrel.....	630	5	36.00
Oxford Mills.....	9.0	82	79	48	1.56	T. C. Wicks.....	450	1	25.00	
Pacific Junction.....	732	9.0	368	247	169	1.30	W. M. Moore.....	675	4	45.00
Packwood.....	284	9.0	115	108	66	1.20	Anna Mahone.....	495	1	30.00
Palmyra.....	8.0	75	62	36	1.60	Mertie Wilson.....	320	1	27.50	
Palo.....	9.0	60	52	35	2.02	M. F. Hollingsworth.....	405	1	25.66	
Panama.....	221	9.0	137	135	78	2.45	W. D. Young.....	540	2	35.00
Panora.....	958	9.0	406	314	240	1.19	Geo. Galloway.....	765	6	41.58
Parkersburg.....	1164	9.5	351	326	231	1.68	W. F. Barr.....	1000	6	42.15
Paton.....	328	9.0	157	161	121	1.29	J. L. Luther.....	540	3	32.00
Paullina.....	617	9.0	268	221	177	1.77	G. G. Washburn.....	765	4	41.25
Persia.....	361	9.0	173	154	92	1.57	W. T. Pritchard.....	495	1	35.00
Peterson.....	521	9.0	185	174	126	1.66	F. C. Woods.....	630	4	35.00
Pierson.....	358	9.0	163	120	100	1.45	J. E. Fitzgerald.....	540	3	35.75
Plainfield.....	320	9.0	135	118	99	1.45	C. W. Pye.....	540	2	36.25
Pleasanton.....	164	7.0	79	64	42	1.60	Lew Jackson.....	280	2	30.00
Pleasantville.....	738	8.0	269	233	166	1.54	W. C. Kennedy.....	600	5	36.00
Plover.....	187	8.0	180	152	120	1.85	E. L. Wallace.....	480	3	33.37
Parnell.....	318	9.0	167	134	129	1.34	Mark Mullin.....	540	1	22.50
Plymouth.....	9.0	168	148	134	3.75	Amos Huffman.....	495	2	36.25	
Pocahontas.....	625	9.0	226	96	56	2.11	W. B. Munson.....	450	2	35.00
Polk City.....	438	9.0	248	208	88	1.60	A. B. Schuetz.....	320	1	40.00
Pomeroy.....	910	9.0	350	278	217	1.59	G. W. Randlett.....	900	6	43.33
Portsmouth.....	316	9.0	159	110	65	1.62	F. A. Gallagher.....	540	1	45.00
Postville.....	984	9.0	414	294	223	1.44	H. L. Coffeen.....	540	5	42.50
Polaski.....	302	8.0	139	125	87	1.61	C. E. Akers.....	400	2	30.00
Prairie City.....	808	8.5	300	209	160	1.87	S. G. Richards.....	680	5	45.00
Prairieburg.....	8.5	109	109	82	1.34	.....	425	2	30.00	

GRADED SCHOOLS—CONTINUED.

NAMES OF TOWNS.	Population, census of 1900.	Number months school.	Enumeration between 5 and 1 years in 1900.	Enrolled in school fall of 1900.	Average attendance 1899-1900.	Average tuition per month for each scholar in average attendance.	NAME OF SUPERINTENDENT OR PRINCIPAL, 1899-1900.	Annual salary.	Number of other teachers.	Average salary per month of assistant teachers.
Prescott.....	446	9.0	237	203	111	2.16	J. H. Mehaffy.....	585	2	38.08
Preston.....	503	9.0	203	170	119	1.40	Grant Farley.....	630	2	44.08
Primghar.....	814	9.0	339	325	247	1.51	R. B. Daniel.....	950	6	43.75
Primrose.....	.....	7.0	82	72	63	1.50	E. C. Lynn.....	312	1	38.00
Princeton.....	456	9.0	139	106	65	1.95	Wm. Stone.....	540	2	35.56
Promise City.....	.....	8.0	95	99	67	1.53	J. W. Agans.....	440	1	35.00
Quasqueton.....	.....	9.0	164	148	127	1.24	E. D. Miller.....	540	3	28.33
Quimby.....	.....	9.0	88	80	54	1.75	Emma Haler.....	540	1	40.00
Radcliffe.....	645	9.0	214	181	131	1.68	M. F. Morgan.....	705	2	42.50
Randolph.....	373	9.0	194	172	139	1.67	B. M. Taylor.....	630	4	40.00
Rathbun.....	270	6.0	132	112	59	1.03	W. B. Coulson.....	180	1	30.42
Reasnor.....	.....	8.0	83	65	52	1.17	Logan Blizzard.....	288	1	30.00
Redding.....	311	7.0	122	130	94	1.17	J. S. Lovell.....	315	2	32.50
Redfield.....	509	9.0	206	184	158	1.87	H. E. Hammond.....	675	3	30.37
Reinbeck.....	1203	9.0	399	327	262	1.62	J. J. Moser.....	705	5	42.00
Remsen.....	835	9.0	420	184	116	2.90	Vanderwick.....	630	2	40.00
Rhodes.....	.....	9.0	213	180	123	1.60	W. H. Farr.....	585	3	42.00
Renwick.....	350	9.0	121	133	90	2.00	W. A. Lester.....	540	3	40.00
Riceville.....	804	9.0	196	347	219	1.27	Paul M. Ray.....	720	6	33.33
Richland.....	534	9.0	160	190	140	1.22	W. C. Pedgeon.....	585	3	35.00
Richmond.....	.....	9.0	115	68	46	1.46	W. E. Asten.....	360	1	27.22
Ridgeway.....	371	9.0	143	103	92	.89	S. L. Shales.....	360	2	27.08
Rippey.....	305	9.0	133	122	100	1.75	F. L. Martin.....	585	3	30.37
Riverside.....	698	9.0	247	160	109	1.56	W. E. Lechridge.....	585	3	35.00
River Sioux.....	.....	9.0	115	90	.....	.....	L. G. Wilson.....	450	2	27.50
Riverton.....	687	8.5	215	240	167	1.32	D. L. Wilson.....	595	3	36.66
Rock Falls.....	124	8.5	244	176	98	2.75	H. W. Chehock.....	300	1	20.97
Rockford.....	1080	9.0	374	325	260	1.40	J. C. Sanders.....	765	6	40.00
Rock Valley.....	1054	9.0	464	351	256	1.36	W. H. Clark.....	675	7	39.33
Rockwell.....	830	9.0	268	184	149	1.38	J. W. Fleming.....	630	4	36.25
Rockwell City.....	1222	9.0	387	365	252	1.77	D. K. Bond.....	1100	4	45.71
Rodney.....	173	9.0	91	73	49	1.34	Harry Bowen.....	360	1	25.00
Roland.....	557	8.0	197	235	170	1.00	O. S. Boyd.....	480	2	37.00
Rolle.....	994	9.0	364	320	257	1.28	A. T. Rutledge.....	720	7	41.67
Rome.....	255	8.0	100	80	33	1.01	Hattie L. Fridley.....	268	1	33.40
Rose Hill.....	253	9.0	126	80	56	1.83	Frank Souter.....	405	1	20.57
Rowan.....	.....	9.0	64	82	55	1.27	F. E. Whitney.....	360	1	30.00
Rowley.....	.....	9.0	66	64	45	1.50	Anna Barrett.....	315	1	32.50
Rudd.....	381	9.0	140	119	84	1.28	A. G. Hoel.....	315	2	30.00
Runnells.....	.....	9.0	125	106	92	.71	F. S. Shankland.....	320	1	35.00
Russell.....	636	8.0	182	185	127	1.28	H. A. Glackemyer.....	585	3	35.00
Ruthven.....	787	9.0	302	232	192	1.43	Bessie Larsen.....	585	5	35.00
Ryan.....	.....	8.0	107	100	55	1.48	Lenne Collins.....	216	2	27.00
Sabula.....	1029	9.0	312	249	209	1.39	W. E. Fleming.....	810	6	40.00
St. Anthony.....	174	8.0	62	45	27	1.47	A. E. Bartine.....	350	1	40.00
St. Ansgar.....	608	9.0	268	225	167	1.28	C. H. Maxson.....	705	3	33.33
St. Charles.....	412	8.0	210	181	141	1.00	J. W. Miller.....	440	3	28.66
Salem.....	548	8.5	166	130	99	1.72	Henry Squire.....	510	3	30.00
Sanborn.....	1247	9.0	529	413	312	1.55	J. J. Billingley.....	1,080	6	41.20
Salix.....	387	9.0	92	89	40	2.69	Laura Hills.....	280	2	35.00
Savannah.....	.....	6.0	142	110	64	.91	Sam Botts.....	200	1	25.00
Schaller.....	661	9.0	211	167	160	1.22	H. C. Coe.....	675	3	41.67
Schanton.....	983	9.0	284	286	213	1.29	S. A. Darland.....	720	5	39.00
Searsboro.....	263	9.0	100	121	42	2.50	Winnifred Hunter.....	405	2	37.50
Sergeant Bluff.....	.....	9.0	282	231	174	1.23	J. F. Burgess.....	630	4	36.35
Shannon City.....	380	9.0	138	107	107	1.54	R. C. Gibson.....	450	3	30.00
Sheffield.....	688	9.0	228	186	135	1.49	Jas. Lawrey.....	705	3	38.33
Shelby.....	602	9.0	200	207	170	1.80	C. R. Garrett.....	810	6	50.00
Sheldahl.....	179	6.0	66	105	52	1.28	A. McDaniel.....	222	1	30.00
Shellrock.....	839	9.0	224	208	175	1.46	C. E. Buckley.....	720	5	38.00
Shellsburg.....	511	9.0	193	185	140	1.55	Harry W. Heath.....	630	1	30.00
Sibley.....	1289	9.0	414	444	272	1.75	W. F. Johnson.....	1,050	8	45.00
Sidney.....	1143	9.0	459	406	329	1.32	H. E. Wheeler.....	1,080	8	41.25
Silver City.....	438	9.0	187	160	120	1.34	W. L. Embree.....	600	2	45.00
Sioux Center.....	810	9.5	285	241	195	1.49	A. M. Nicholson.....	712	4	43.75
Sioux Rapids.....	1005	9.0	357	295	225	1.66	P. L. Dorian.....	900	7	41.18
Slaters.....	426	8.0	176	142	109	1.63	H. A. Fries.....	480	2	.....
Sloan.....	643	9.0	332	261	206	1.10	W. N. Orris.....	720	5	40.00
Smithland.....	435	9.0	258	216	142	1.57	J. D. Keller.....	720	5	35.87

GRADED SCHOOLS—CONTINUED.

NAMES OF TOWNS.	Population, census of 1900.	Number months school.	Enumeration between 5 and 21 years in 1900.	Enrolled in school, fall of 1900.	Average attendance 1899-1900.	Average tuition per month for each scholar in average attendance.	NAME OF SUPERINTENDENT OR PRINCIPAL, 1899-1900.	Annual salary.	Number of other teachers.	Average salary per month of assistant teachers.
Solon	397	8.0	142	120	91	1.18	E. H. Hadley	480	2	35.00
South English	319	8.0	130	103	66	1.98	L. D. Young	440	2	7.50
Spillville	356	9.5	206	9	43	1.92	D. P. Dempsey	475	1	30.00
Spirit Lake	1219	9.0	449	359	267	1.60	W. T. Davidson	1,000	8	40.06
Springdale	9.0	9.0	140	140	110	1.99	S. B. Stonerook	1,000	3	39.63
Springville	599	9.0	191	242	201	1.59	J. E. Vance	900	5	40.00
Stacyville	490	9.0	106	100	29	2.90	F. L. Cassidy	540	1	40.00
Stanhope	297	9.0	121	133	79	2.23	W. H. Sheffield	405	2	30.00
Stanton	404	8.0	273	177	101	1.83	J. E. Olander	500	2	37.50
Stanwood	415	9.0	165	131	94	2.04	C. J. Lynch	810	3	34.00
State Center	1008	9.0	333	287	224	1.63	J. E. Clayton	810	7	45.00
Steamboat Rock	410	8.5	137	123	84	2.15	S. R. Fitz	550	3	36.66
Stockton	9.0	9.0	74	40	.....	.....	W. J. Williams	360	1	35.00
Story City	1197	9.0	420	426	228	1.30	A. R. Gardner	630	5	40.00
Stratford	458	9.0	183	127	112	1.28	L. C. Bryan	630	2	37.50
Strawberry Hill	164	9.0	78	59	50	1.40	Mary Spellman	315	1	35.00
Strawberry Point	1012	9.0	301	258	209	1.25	P. C. Arldson	675	5	38.00
Summer	1437	9.0	539	465	330	.95	F. J. Durrant	720	8	30.10
Superior	187	9.0	66	62	37	1.60	Ada Twamley	306	1	34.00
Sutherland	722	9.0	334	263	206	1.46	M. P. Fobes	900	5	40.00
Swaledale	240	9.0	168	148	134	2.75	Geo. M. Netzer	360	1	40.00
Swan	406	8.0	205	177	29	1.17	C. T. Reed	360	2	37.50
Swea City	322	9.0	128	114	80	1.60	A. S. Murray	450	2	40.00
Tabor	934	9.0	309	330	237	1.32	W. E. Kline	630	5	40.00
Thor	274	7.0	88	78	47	1.38	Ida Everson	245	1	30.00
Thompson	450	9.0	124	122	30	1.94	C. J. Boyington	450	3	35.00
Thornburg	267	9.0	108	104	73	1.90	W. C. Farmer	522	2	35.00
Thornton	299	9.0	131	100	78	1.59	F. H. Sunderlin	405	2	40.00
Thurman	400	9.0	179	239	173	1.65	J. S. Estes	675	3	40.00
Tingley	488	9.0	221	200	160	1.14	L. J. Little	585	4	36.25
Troy	7.0	7.0	65	64	41	1.31	C. N. Spicer	260	1	25.00
Traer	1458	9.0	489	418	395	1.23	O. M. Elliott	1000	8	41.87
Trenton	7.0	7.0	106	78	61	1.10	J. V. Gray	245	1	33.00
Tripoli	655	9.0	180	153	102	1.60	Guy Scobey	540	3	35.00
Troy Mills	8.0	8.0	98	77	49	1.20	Nellie Fisher	256	1	27.18
Truro	8.0	8.0	98	87	52	1.24	Harry W. Cooper	260	1	34.50
Underwood	9.0	9.0	100	91	50	1.70	Bee Murray	360	2	40.00
Union	589	9.0	212	181	144	1.62	G. W. Curtis	600	4	41.25
Unionville	7.0	7.0	135	120	90	1.22	J. S. Hartwick	350	2	30.00
Urbana	323	8.5	121	86	67	1.00	Frank Brown	318	1	30.00
Ute	407	9.0	151	155	127	1.42	J. T. Atkinson	540	3	40.00
Vail	578	9.0	265	176	69	3.24	S. W. Myers	730	3	38.33
Van Horne	484	9.0	195	152	129	1.40	L. H. Minkel	585	3	37.50
Van Meter	497	9.0	170	157	104	1.69	R. F. Wood	675	3	38.75
Victor	612	9.0	200	135	108	2.00	W. H. Whitford	675	4	31.00
Volga	444	9.0	174	155	124	1.27	Fred A. Welch	540	3	35.00
Walcott	302	10.0	132	119	73	1.51	J. H. Paarmann	600	1	50.00
Walker	505	9.0	235	172	120	1.04	J. L. Ward	540	3	35.00
Wall Lake	669	9.0	233	200	157	1.39	P. O. Horner	675	3	47.68
Walnut	878	9.0	330	298	220	1.70	M. E. Crosier	1125	6	43.33
Wapello	1398	9.0	454	308	256	1.51	J. W. Cradler	810	7	42.85
Washta	431	9.0	170	173	119	1.42	H. A. Crawford	540	3	40.00
Waubek	7.0	7.0	57	54	36	1.38	Jennie W. Cool	210	1	25.00
Waucoma	540	9.0	224	208	168	.92	L. Aver	450	3	35.00
Waukee	292	9.0	119	117	84	1.30	C. F. Barrows	360	2	32.72
Wayland	394	8.0	159	145	122	1.14	J. W. Zerbe	400	3	35.00
Weldon	654	9.0	129	141	109	1.20	L. Latta	480	2	35.00
Wellman	654	9.0	209	190	153	1.25	Daniel Swinder	630	2	32.50
Welton	8.0	8.0	81	60	52	2.12	E. R. Stoddard	240	2	30.00
Westley	730	9.0	229	183	113	2.07	E. O. Banson	674	4	40.00
West Bend	538	9.0	228	159	141	1.45	L. B. Swaggart	585	4	35.00
West Branch	947	8.0	299	244	209	1.56	C. H. Atkinson	1125	5	42.75
West Burlington	1044	9.0	494	287	247	.94	Anna Hogan	450	5	38.76
West Chester	209	8.5	79	71	54	1.35	L. S. Baker	620	1	30.00
Westgate	260	9.0	102	61	23	2.82	Wm. Sharpe	360	1	30.00
West Grove	8.0	8.0	79	64	47	1.21	Mollie Cassat	240	1	30.00
West Side	396	9.0	162	153	113	2.08	F. R. Hoffman	675	4	40.00
Wheatland	475	9.0	201	151	132	1.40	I. H. Ellison	675	3	36.66
Whiting	572	9.0	340	190	162	1.67	G. L. Weaver	675	5	37.50

GRADED SCHOOLS—CONTINUED.

NAMES OF TOWNS.	Population, census of 1900.	Number months school.	Enumeration between 5 and 21 years in 1900.	Enrolled in school, fall 1900.	Average attendance 1899-1900.	Average tuition per month for each scholar in average attendance.	NAME OF SUPERINTENDENT OR PRINCIPAL, 1899-1900.	Annual salary.	Number of other teachers.	Average salary per month for each of other teachers.
Whittemore	522	9.0	188	130	90	2.08	Frank A. Bronson.....	630	3	40.00
Williams	500	9.0	172	100	97	2.14	J. H. Bradshaw.....	630	1	40.00
Williamsburg	1100	9.0	362	374	292	1.58	Bruce Francis.....	1200	8	45.70
Wilton	1233	9.0	389	312	240	1.40	L. G. Focht.....	800	7	39.00
Winchester	75	7.5	57	47	32	1.50	John S. Bales.....	300	1	25.16
Winfield	820	9.0	268	253	183	1.42	R. M. Hanson.....	475	1	37.00
Winthrop	618	9.0	207	218	149	1.13	M. J. Goodrich.....	585	2	35.00
Wlota	218	9.0	121	121	83	1.60	J. Cattell.....	450	2	37.50
Woodbine	1255	10.0	417	560	344	1.55	H. A. Kinney.....	1400	5	42.50
Woodburn	467	8.0	140	110	83	1.20	G. R. Wylie.....	300	1	31.25
Woodstock	274	9.0	100	100	74	1.06	O. H. Benson.....	450	1	37.50
Woodward	550	9.0	200	142	119	1.05	Emma L. Evans.....	450	3	33.33
Wyoming	794	9.0	257	235	163	1.80	C. E. Stinson.....	810	5	45.00
Yale	90	9.0	94	70	47	1.59	Burton Banker.....	405	1	35.00
Zearing	388	8.5	152	138	107	1.24	F. A. Bronson.....	468	1	40.00
Zwingle	60	6.0	36	20	18	2.57	Effie Kerneser.....	237	1	23.14

HIGH SCHOOL STATISTICS.

FROM CITIES AND TOWNS OF OVER 1,000 BY THE CENSUS OF 1895.

NAME OF SCHOOL.	1899-1900.						1900-1901.						Years in course.	Years in Latin.	No. fitting for college. †	NAME OF PRINCIPAL.
	ENROLL- MENT.			GRADU- ATED.			ENROLL- MENT.			IN GRADU- ATING CLASS.						
	ENTIRE YEAR.						OCTOBER 5, 1900.									
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.				
Ackley.....	20	19	39	1	2	3	22	16	38	2	2	4	17	O. W. Maxwell.		
Adel.....	45	64	109	6	9	15	33	46	79	11	13	24	4	38	S. A. Potts.	
Afton.....	35	46	81	1	5	6	22	29	51	3	3	6	4	3	Katharine Marley	
Albia.....	50	62	112	6	13	19	61	70	131	12	9	21	4	4	50	Maisy Schreiner.
Algona.....	34	43	77	3	2	5	55	45	100	5	6	11	4	4	35	Minnie J. Coate.
Ames**.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	W. B. Gregg.
Anamosa.....	45	71	116	5	13	18	42	83	125	2	16	18	4	3	...	Will J. Cattell.
Anita.....	32	30	62	3	7	10	26	25	51	4	5	9	4	3	...	Fannie B. Wilson.
Atlantic.....	68	127	195	10	23	30	67	104	171	10	15	25	...	...	10	F. P. Hocker.
Audubon.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	C. Ray Aurner.
Avoca.....	37	36	73	6	7	13	32	31	63	7	7	14	4	3	...	Ruby Baughman.
Bedford.....	64	70	134	8	4	12	43	56	99	1	13	14	4	4	...	Letta D. Burgess.
Belle Plaine.....	45	80	125	4	10	14	44	76	120	9	9	18	4	4	6	M. Jaynes.
Bellevue.....	8	25	33	...	...	...	14	20	34	2	10	12	3	...	...	R. M. Wyant.
Belmond.....	36	52	88	5	8	13	27	58	85	5	10	15	4	...	...	Ed. R. Collins.
Bloomfield.....	26	40	66	2	14	16	30	35	65	3	3	6	4	2	...	Alice Bradrick.
Boone.....	57	122	179	7	19	26	54	97	151	4	13	17	4	4	25	Helen M. Eddy.
Britt.....	29	35	64	0	0	0	25	41	66	0	9	15	4	35	...	Jennie M. Hartwell.
Brooklyn.....	40	43	83	8	5	13	...	...	...	7	13	20	4	39	4	Maurice Ricker.
Burlington.....	...	421	11	9	2	11	112	223	11	35	46	4	...	...	...	Ada Honek.
Capital Park*.....	22	44	66	4	14	18	24	44	68	4	11	15	4	1	35	Charles E. Blodgett
Carroll.....	56	80	136	6	18	24	53	57	110	3	3	6	4	4	60	Grace I. Norton.
Cedar Falls.....	48	80	128	6	9	15	50	86	136	9	12	21	4	4	...	Abbie S. Abbott.
Cedar Rapids.....	251	334	585	20	27	47	200	285	485	32	27	59	4	4	52	Laura M. R. Gow.
Centerville.....	71	88	159	10	19	29	62	83	145	11	14	25	4	4	...	Anna L. Wolfe.
Chariton.....	63	89	152	6	17	23	65	102	167	6	23	29	4	3	20	Rodney M. Arey.
Charles City.....	97	203	300	16	16	32	76	155	231	8	24	32	4	3	...	P. B. Woods.
Cherokee.....	50	99	149	3	10	13	62	92	154	4	13	17	4	4	10	Charles E. Arnold.
Cincinnati.....	28	36	64	4	2	6	30	37	67	5	8	11	3	2	...	S. T. May.
Clarinda.....	55	79	134	6	9	15	48	63	111	4	6	13	4	4	...	D. H. Campbell.
Clarion.....	55	44	99	8	7	15	42	40	82	10	6	16	4	4	40	O. H. Brainerd.
Clear Lake.....	30	45	75	8	11	19	20	37	57	4	8	12	3	3	33	L. L. Mishler.
Clinton.....	98	194	292	13	25	38	86	178	264	14	38	52	4	4	...	E. B. Clingman.
Colfax.....	41	48	89	2	8	10	35	40	75	4	5	9	4	3	35	S. A. Power.
Columbus Junction.....	50	57	107	7	12	19	34	44	74	10	9	25	4	4	45	Blanche Norton.
Coon Rapids.....	28	54	79	...	5	5	23	41	64	2	3	5	4	3	10	T. B. Morris.
Corning.....	37	45	82	2	0	2	50	64	114	7	5	12	4	4	...	Charles Carter.
Correctionville.....	37	42	79	1	5	6	35	40	75	8	6	14	4	3	68	F. C. Ensign.
Corydon.....	36	74	110	8	13	21	40	54	94	6	8	14	4	4	28	M. Alda Tate.
Council Bluffs.....	179	274	453	15	31	46	106	202	308	18	24	42	4	4	...	William Bell.
Cresco.....	33	34	67	8	7	15	26	39	65	4	11	15	4	4	100	Wm. D. Wells.
Creston.....	...	...	...	5	26	31	84	162	246	17	24	41	4	4	12	L. R. Parsons.
Davenport.....	191	259	450	18	49	67	153	238	391	11	43	54	4	4	40	G. R. Davies.
Decorah.....	22	48	70	1	11	12	27	51	78	3	5	8	4	3	...	Margaret Buchanan.
Denison.....	51	58	109	9	9	18	41	64	105	5	14	19	4	3	17	S. Gochenauer.
De Witt.....	17	25	42	4	11	12	17	14	31	0	0	12	3	...	...	L. B. Stewart.
Dubuque.....	159	217	376	9	22	31	171	242	413	21	20	41	1	1	...	Elmer H. White.
Dunlap.....	10	35	51	2	9	11	14	34	48	4	10	14	3	29	...	A. W. Bratt.
Des Moines, E.....	130	270	400	14	37	51	100	200	300	15	39	54	4	312	...	W. O. Riddell.
Des Moines, N.....	76	108	184	4	11	15	76	109	176	5	18	23	4	...	...	I. G. Grundy.
Des Moines, W.....	208	330	538	22	40	62	218	342	560	24	41	65	4	4	...	Bertha Tennant.
Eagle Grove.....	43	55	98	9	10	19	41	72	116	4	26	30	4	4	...	Ketta Wood.
Elton.....	...	...	...	2	10	12	13	27	40	1	4	5	4	...	...	F. E. Tiller.
Eldora.....	36	55	91	...	2	10	12	43	75	5	4	10	4	4	...	Sue M. Cullen.
Emmettsburg.....	61	50	111	...	6	11	39	45	84	12	6	18	4	4	...	...
Estherville.....	...	...	...	6	9	15	49	71	120	0	12	18	4	4	...	...

*P. O., Des Moines. **School not in session.

†Number fitting for college or other higher institutions.

HIGH SCHOOL STATISTICS—CONTINUED.

NAME OF SCHOOL.	1899-1900.						1900-1901.						Years in course.	Years in Latin.	Number fitting for college. †	NAME OF PRINCIPAL.	
	ENROLL- MENT.			GRADU- ATED.			ENROLL- MENT.			IN GRADU- ATING CLASS.							
	ENTIRE YEAR.						OCTOBER 5, 1900.										
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Fairfield	59	127	186	12	22	34	63	103	166	17	23	40	4	2	91	Ed. G. Quigley.	
Farmington	31	38	69	2	2	4	5	34	39	73	8	9	17	4	2	92	Arthur T. S. Owen.
Fayette	23	37	60	4	6	10	10	...	...	9	9	18	3	1	25	L. T. Newton.
Forest City	23	37	60	4	3	7	29	35	64	2	5	7	4	4	26	H. O. Bateman.	
Ft. Dodge	56	93	149	10	10	15	51	93	144	15	20	4	4	4	27	H. H. Roberts.	
Ft. Madison	37	80	117	1	3	4	40	90	130	6	13	19	4	4	40	W. L. Barrett.	
Garner	27	20	47	2	2	4	15	21	36	...	2	2	2	2	...	Manfred F. Moine.	
Glenwood	39	72	111	3	8	13	38	75	113	2	11	13	4	4	55	Julia Patton.	
Grand Junction	18	27	45	0	6	9	14	22	36	...	5	8	4	2	...	A. J. Oblinger.	
Greene	35	57	92	2	3	5	15	37	52	2	3	5	4	4	15	J. K. Jamison.	
Greenfield	28	51	80	0	0	11	43	46	89	6	8	4	4	4	28	Cora Smith.	
Grinnell	84	112	196	11	13	24	77	116	193	10	17	27	4	4	115	Ernest W. Fellows.	
Grundy Center	50	76	126	4	12	16	60	67	127	9	20	29	4	3	58	Luella M. Albrook.	
Guthrie Center	26	30	56	5	5	10	21	32	53	5	0	11	4	4	18	Homar K. Miller.	
Guthrie county	64	129	193	11	9	20	62	111	173	10	17	27	4	3	...	B. E. Finley.	
Guttenberg	14	15	29	4	5	9	14	17	31	4	2	6	3	2	...	E. A. Schiefelbein.	
Hamburg	48	63	111	2	8	10	36	52	88	9	7	16	4	3	43	J. C. King.	
Hampton	62	95	157	9	5	14	43	81	124	3	10	22	4	4	...	Lenna Prater.	
Harlan	61	87	148	5	11	16	64	88	152	8	9	17	4	4	25	J. J. Louis.	
Hedrick	37	43	80	2	4	6	37	32	69	7	4	11	3	3	10	John E. Foster.	
Humboldt	27	45	72	4	8	12	31	52	83	8	3	11	4	2	...	R. E. Towle.	
Ida Grove	52	70	122	6	7	13	50	68	118	10	4	14	4	3	...	Nettie Fibbs.	
Independence	45	92	137	6	12	18	52	94	146	4	15	19	4	4	16	Clara M. Travis.	
Indianola .....	...	...	183	3	14	17	82	123	205	8	22	30	4	4	...	J. W. Radebaugh.
Iowa City	108	108	206	14	28	42	97	115	212	22	12	34	4	4	115	Libbie Lodwick.	
Iowa Falls	58	60	118	5	8	13	62	70	132	4	14	18	4	4	25	Mrs. Anna L. Burdick.	
Jefferson	65	124	189	12	22	34	52	86	138	3	16	19	...	...	40	Mrs. E. B. Wilson.
Keokuk	87	142	229	18	27	45	82	12	205	14	26	40	4	4	52	A. A. Reed.	
Kossauqua	37	44	81	2	5	7	42	41	83	9	7	16	2	2	2	David Williams.	
Knoxville	46	88	134	3	10	13	64	74	138	3	14	17	4	4	65	A. N. Orcutt.	
Lake City	34	48	82	5	4	9	31	48	79	4	11	15	4	...	9	Percis Horner.	
Lamoni	26	52	78	5	5	10	25	44	69	0	6	12	3	30	30	George N. Briggs.	
Lansing	26	17	43	4	2	7	18	33	51	5	2	7	...	...	3	H. H. Schroeder.
La Porte City	18	38	53	1	8	9	23	44	67	0	9	15	3	2	6	H. B. Lizer.	
Le Mars	41	65	106	...	...	...	48	69	117	2	8	10	5	4	98	A. H. Bigelow.
Leon	35	83	118	2	10	12	41	88	129	5	11	16	4	3	7	J. H. Drake.	
Logan	33	35	68	7	6	13	26	35	61	10	5	15	3	...	...	Bertha Marsh.
Lyons	28	74	100	4	12	16	30	63	99	4	22	26	4	4	40	A. V. Sunderlin.	
McGregor	22	34	56	2	10	12	21	25	46	2	6	8	4	4	...	Josephine Harrison.	
Malvern	34	49	83	3	10	13	32	38	70	6	0	15	4	3½	11	J. B. Morris.	
Manchester	34	50	84	1	12	13	31	59	90	4	5	9	4	4	26	Alma Le Roy.	
Manning	36	49	85	8	5	13	25	43	68	2	3	5	4	3	15	A. C. Fuller, Jr.	
Mapleton	20	37	57	...	6	0	13	35	48	3	4	7	4	4	3	H. H. Hahn.	
Maquoketa .....	...	...	...	8	18	26	16	80	126	8	18	26	4	4	15	C. H. Maxson.
Marengo	50	66	116	0	10	10	34	50	90	1	8	9	4	4	...	C. H. Carson.	
Marion	76	116	196	0	32	41	60	101	167	14	23	37	4	4	90	L. R. Marshall.	
Marshalltown	117	225	342	7	16	23	125	166	321	7	18	25	5	5	...	J. S. McCowan.	
Mason City	69	150	240	0	20	29	84	135	210	10	24	34	4	4	...	A. R. Sale.	
Missouri Valley	28	108	136	2	7	9	40	68	108	7	11	18	4	4	10	E. M. Stotlar.	
Montezuma	27	49	76	...	13	13	31	41	72	5	10	15	...	...	...	Ida J. McKee.
Monticello	45	52	97	8	12	20	46	51	97	4	9	13	4	3	...	Mary L. Jarman.	
Moulton	42	11	53	...	10	13	30	54	82	7	4	11	2	2	...	W. L. Cochran.	
Mt. Airy	57	50	103	4	8	12	53	5	103	4	19	14	1	1	...	Adam Pickett.	
Mt. Pleasant	28	69	97	3	19	22	28	60	88	5	14	19	1	1	...	Lida A. Pittman.	
Mt. Vernon	22	34	56	2	6	8	21	31	52	2	6	8	3	3	...	P. W. Peterson, Jr.	

† Number fitting for college or other higher institutions.

HIGH SCHOOL STATISTICS—CONTINUED.

NAME OF SCHOOL.	1899-1900.						1900-1901.						Years in course.	Years in Latin.	Number fitting for college. †	NAME OF PRINCIPAL.	
	ENROLL- MENT.			GRADU- ATED.			ENROLL- MENT.			IN GRADU- ATING CLASS.							
	ENTIRE YEAR.						OCTOBER 5, 1900.										
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Muscataine.....	64	114	178	15	20	35	67	109	176	7	19	26	4	...	...	E. F. Schall.
Mystic.....	8	18	26	...	...	...	7	16	23	1	2	3	4	...	...	W. H. Kalkofen.
Nashua.....	48	35	83	3	10	13	36	48	84	4	8	12	4	...	...	C. J. Trumbauer.
Nevada.....	46	84	130	7	11	18	34	68	102	6	9	17	4	20	...	Anna Batman.	
New Hampton.....	55	70	125	...	...	...	12	12	24	6	6	12	4	...	...	Fred D. Merritt.
New Sharon.....	...	...	...	4	6	10	24	44	68	4	5	9	...	...	...	J. E. Leonard.
Newton.....	42	66	108	6	10	16	46	63	109	13	13	26	4	...	...	E. J. H. Beard.
Nora Springs.....	9	10	19	1	5	6	11	21	32	2	8	10	2	...	...	W. J. Ford.
Northwood.....	10	35	45	4	12	16	2	8	10	4	16	20	3	12	...	E. M. Mitchell.	
Oak Park*.....	16	28	44	6	4	10	9	24	33	3	4	7	4	19	...	Nellie L. Baldwin.	
Odebolt.....	27	44	71	5	6	11	30	50	80	3	7	10	4	...	...	Mae E. Morris.
Oelwein.....	39	52	91	3	9	12	38	63	101	3	6	9	4	45	...	L. B. Moffett.	
Onawa.....	...	...	...	2	6	8	46	49	95	5	6	11	...	30	...	A. F. Styles.
Orange City.....	18	24	42	2	5	7	19	36	55	4	5	9	4	...	...	Sue H. Reece.
Osage.....	...	...	...	12	11	23	48	85	133	7	32	39	4	...	...	George H. Sawyer.
Osceola.....	40	76	116	6	16	22	39	78	117	1	13	14	4	...	...	I. N. Beard.
Oskaloosa.....	117	191	308	18	32	50	109	197	306	15	29	44	4	173	...	O. E. Dixon.	
Ottumwa.....	117	277	394	11	32	43	115	276	385	15	35	50	4	100	...	Eugene C. Pierce	
Parkersburg.....	30	50	80	4	5	9	31	46	77	6	14	20	4	...	...	J. F. Overmyer.
Pella.....	28	37	65	4	9	13	31	35	66	4	4	8	3	...	...	Sara M. Nollen.
Perry.....	48	98	146	5	10	15	42	105	147	3	19	22	4	...	...	Florence A. Zrowehk.
Red Oak.....	88	149	237	8	16	24	67	128	195	5	19	24	4	12	...	Ellis U. Graff.	
Reinbeck.....	34	33	67	4	6	10	37	40	77	9	7	16	4	71	...	Anna Bernard	
Rockford.....	35	41	76	3	9	12	38	37	75	4	6	10	4	...	...	Jas. C. Sanders.
Rock Rapids.....	62	49	111	10	4	14	61	46	107	7	6	13	4	...	...	Antonie J. Stober.
Sac City.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sanborn.....	21	25	46	1	4	5	20	35	55	2	8	10	4	5	...	Cora Curtis.	
Seymour.....	20	41	61	1	3	4	15	28	43	2	4	6	3	2	...	S. M. Kirkland.	
Sheldon.....	59	90	149	8	14	22	47	63	110	7	12	19	4	83	...	Nellie Jones.	
Shenandoah.....	52	102	159	6	10	22	54	100	154	6	24	30	4	...	...	Lizzie Marley.
Sibley.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sidney.....	33	43	76	4	5	9	42	52	94	4	8	12	4	34	...	Mabel Huston.	
Sigourney.....	50	81	133	5	8	13	46	77	123	7	16	23	4	...	...	Florence R. Marshall.
Sioux City.....	170	280	450	15	29	44	172	285	457	15	26	51	4	20	...	Geo. Edw. Marshall.	
Spencer.....	29	62	91	1	15	16	22	62	84	2	8	10	4	40	...	I. C. Nodoll.	
Spirit Lake.....	30	45	75	45	7	12	33	46	79	4	14	18	3	...	...	W. T. Davidson.
Storm Lake.....	55	66	121	9	2	11	37	66	103	5	14	19	4	...	...	Clara K. Bamber.
Stuart.....	144	9	13	22	66	74	140	12	12	24	4	40	...	Floyd Bralliar.
Sumner.....	43	50	93	7	7	14	41	53	94	8	11	19	4	14	...	Thos. J. Durant.	
Tama.....	18	46	64	4	16	20	17	27	44	4	6	10	3	...	...	R. B. Williamson.
Tipton.....	44	60	104	5	13	18	29	43	72	3	4	7	4	48	...	Clara A. Boss.	
Toledo.....	58	50	107	13	15	28	45	61	106	5	16	21	3	16	...	Lauren Soth.	
Traer.....	36	68	104	4	20	24	38	61	99	10	12	22	4	38	...	E. C. Meredith.	
Villisca.....	67	90	157	7	7	14	68	92	160	13	10	23	4	...	...	E. E. Frisk.
Vinton.....	55	75	130	5	9	14	55	85	140	8	27	35	4	...	...	D. H. Barton.
Wapello.....	25	31	56	2	2	4	28	35	63	6	7	13	4	3	...	Adah Bedford.	
Washington.....	64	111	175	7	27	34	82	101	183	14	20	34	4	...	...	Lydia M. Thomson.
Waterloo, E.....	80	112	192	11	22	33	93	99	192	13	21	34	4	12	...	Lydia Hinman.	
Waterloo, W.....	48	88	136	3	16	19	40	70	116	5	8	13	4	...	...	Amby Boggs.
Waukon.....	24	46	70	3	16	19	36	47	83	2	13	15	4	38	...	C. W. Macomber.	
Waverly.....	32	55	87	2	12	14	22	40	62	3	8	11	4	...	...	S. S. Stockwell.
Webster City.....	55	117	172	7	14	21	54	98	152	4	20	24	4	62	...	Wilbur Sparks.	
West Liberty.....	42	49	91	10	5	15	40	40	80	...	...	...	4	...	...	Mary L. Phelps.

* P. O. Des Moines.

† Number fitting for college or other higher institutions.

HIGH SCHOOL STATISTICS—CONTINUED.

NAME OF SCHOOL.	1899-1900.						1900-1901.						Years in course.	Years in Latin.	No. fitting for college.†	NAME OF PRINCIPAL.
	ENROLLMENT.			GRADUATED.			ENROLLMENT.			IN GRADUATING CLASS.						
	ENTIRE YEAR.						OCTOBER 5, 1900.									
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.				
West Union.....	25	38	63	5	10	15	33	37	70	8	8	16	3	2	..	G. E. Finch.
Wilton.....	10	24	34	2	2	4	13	27	40	4	4	8	4	3	..	L. G. Focht.
Winterset.....	21	66	87	2	10	12	31	65	96	5	10	15	3	20	20	T. H. Stone.
What Cheer.....	25	35	60	4	6	10	37	49	86	6	6	12	4	..	..	C'ra McCormick [ney.
Woodbine.....	129	115	244	10	10	20	78	90	168	6	7	13	4	4	25	M. A. Reed, H. E. Kin

†Number fitting for college or other higher institutions.

NOTE—in comparing the number of students enrolled this year with the number enrolled last year, just bear in mind that for 1899-1900 the enrollment is given for the entire year; and that for 1900-1901 the enrollment is given at the beginning of the year. This will explain why the number of students is, in many schools, less than it was last year. The difference is quite noticeable in the reports from some of the larger towns and cities, because a large class is promoted to the high school at the middle of the year.

COUNTY SUPERINTENDENTS—TERM, 1900-1902.

COUNTY.	SUPERINTENDENT.	POSTOFFICE.
Adair.....	*A. B. Chantry.....	Greenfield
Adams.....	C. H. Hoskinson.....	Corning.
Allamakee.....	† L. Eells.....	Waukon.
Appanoose.....	R. A. Elwood.....	Centerville
Audubon.....	Arthur Farquhar.....	Audubon.
Benton.....	* A. K. Rife.....	Vinton.
Black Hawk.....	† C. E. Moore.....	Waterloo
Boone.....	R. V. Veneman.....	Boone.
Bremer.....	* F. P. Hagemann.....	Waverly.
Buchanan.....	* E. C. Lillie.....	Independence
Buena Vista.....	** J. E. Durkee.....	Sioux Rapids.
Butler.....	* H. B. Akin.....	Allison.
Calhoun.....	W. R. Sandy.....	Rockwell City
Carroll.....	J. M. Ralph.....	Carroll.
Cass.....	L. B. Johnson.....	Atlantic.
Cedar.....	Aurora Goodale.....	Tipton.
Cerro Gordo.....	P. O. Cole.....	Mason City
Cherokee.....	** Agnes J. Robertson.....	Cherokee.
Chickasaw.....	* J. A. Bishop.....	New Hampton.
Clarke.....	Bertha Howard.....	Osceola.
Clay.....	** Mrs. Ellen Reed Buck.....	Spencer.
Clayton.....	Charles J. Adam.....	Elkader.
Clinton.....	** G. U. Gordon.....	Clinton.
Crawford.....	* A. G. Myers.....	Denison.
Dallas.....	** A. C. Hutchins.....	Adel.
Davis.....	William Fortune.....	Bloomfield.
Decatur.....	John A. McIntosh.....	Leon.
Delaware.....	H. J. Schwietert.....	Manchester.
Des Moines.....	Howard Matthews.....	Burlington.
Dickinson.....	** H. A. Welty.....	Spirit Lake.
Dubuque.....	* A. P. Kress.....	Dubuque.
Emmet.....	** H. H. Davidson.....	Estherville.
Fayette.....	H. L. Adams.....	West Union.
Floyd.....	* J. I. Martin.....	Charles City.
Franklin.....	Harry J. Henderson.....	Hampton.
Fremont.....	* Lee Notson.....	Sidney.
Greene.....	C. M. Williams.....	Jefferson.
Grundy.....	* J. T. Gray.....	Grundy Center.
Guthrie.....	L. M. Boggs.....	Guthrie Center
Hamilton.....	Louis N. Gerber.....	Webster City.
Hancock.....	* C. F. Schell.....	Garner.
Hardin.....	* C. F. Woodward.....	Eldora.
Harrison.....	* W. T. Arthur.....	Logan.
Henry.....	Annie E. Packer.....	Mt. Pleasant.
Howard.....	Elsie E. Perry.....	Cresco.
Humboldt.....	† Clarence Messer.....	Humboldt.
Ida.....	* J. C. Hagler.....	Ida Grove.
Iowa.....	* T. M. Clevenger.....	Marengo.
Jackson.....	C. C. Dudley.....	Maquoketa.
Jasper.....	Libbie Dean.....	Newton.
Jefferson.....	Anna White.....	Fairfield.
Johnson.....	* Sam D. Whiting.....	Iowa City
Jones.....	Clifford B. Paul.....	Anamosa.
Keokuk.....	* W. H. Gemmill.....	Sigourney.
Kossuth.....	Frank H. Slagle.....	Algona.
Lee.....	** J. S. Stewart.....	Fort Madison.
Linn.....	* I. E. Gould.....	Marion.
Louisa.....	* C. M. Donaldson.....	Wapello.
Lucas.....	* C. F. Goltry.....	Charlton.
Lyon.....	† A. W. Grisell.....	Rock Rapids.
Madison.....	H. D. Smith.....	Winterset.
Mahaska.....	J. P. Dodds.....	Oskaloosa.
Marion.....	* W. F. Crew.....	Knoxville.
Marshall.....	* J. Morrissey.....	Marshalltown.
Mills.....	* O. H. Marsh.....	Glenwood.
Mitchell.....	† Jay A. Lapham.....	Osage.
Monona.....	** F. E. Lark.....	Onawa.
Monroe.....	† Mrs. Angie Reitzel.....	Albia.
Montgomery.....	* Thomas McCulloch.....	Red Oak.
Muscatine.....	* J. A. Townsley.....	Muscatine.
O'Brien.....	** Ella Seckerson.....	Primghar.
Osceola.....	** T. S. Redmond.....	Sibley.

*Deceased. Mrs. Ella C. Chantry appointed Feb. 9, 1901.

COUNTY SUPERINTENDENTS—TERM, 1900-1902—CONTINUED.

COUNTY	SUPERINTENDENT.	POSTOFFICE.
Page.....	** Henry E. Deater.....	Clarinda.
Palo Alto.....	* Anna Donovan.....	Emmetsburg.
Plymouth.....	* L. C. Hise.....	Le Mars.
Pocahontas.....	U. S. Vance.....	Pocahontas.
Polk.....	* J. M. Brenton.....	Des Moines.
Pottawattamie.....	O. J. McManus.....	Council Bluffs.
Poweshiek.....	* Viola H. Schell.....	Montezuma.
Ringgold.....	J. C. Bennett.....	Mt. Ayr.
Sac.....	C. H. Jump.....	Sac City.
Scott.....	* A. A. Miller.....	Davenport.
Shelby.....	* J. B. Shorett.....	Harlan.
Sioux.....	* E. D. Brown.....	Orange City
Story.....	Fred E. Hansen.....	Nevada.
Tama.....	C. A. De Long.....	Toledo.
Taylor.....	** F. E. Crosson.....	Bedford.
Union.....	* Charles M. Peters.....	Creston.
Van Buren.....	W. T. Dick.....	Keosauqua.
Wapello.....	Beniah Dimmitt.....	Ottumwa.
Warren.....	S. M. Holladay.....	Indianola.
Washington.....	Mary M. Hughes.....	Washington.
Wayne.....	Inez F. Kelso.....	Corydon.
Webster.....	A. L. Brown.....	Fort Dodge.
Winnebago.....	K. N. Knudsen.....	Forest City.
Winneshiek.....	E. J. Hook.....	Decorah.
Woodbury.....	Joseph D. Keller.....	Sioux City.
Worth.....	** S. B. Toye.....	Northwood.
Wright.....	Angus Macdonald.....	Clarion.

* Re-elected, ** Two or more terms. † Was superintendent at former time. †† Wm. H. Salisbury, resigned

STATISTICS.

1901.

COUNTIES.	School townships.	Independent districts.	Number sub-districts.	SCHOOLS.			TEACHERS.			
				Number ungraded.	Rooms graded.	Average duration in months.	Number employed.		Av. monthly compensation.	
							Males.	Females.	Males.	Females.
Adair.....	15	15	127	137	29	8.0	46	301	41 33	30 35
Adams.....	9	33	76	102	24	8.2	53	196	34 54	29 60
Allamakee.....	9	44	58	126	30	7.3	26	219	37 93	24 00
Appanoose.....	13	34	95	122	65	7.0	60	216	34 47	25 85
Audubon.....	12	3	106	104	22	8.3	45	207	42 70	33 70
Benton.....	10	100	82	171	57	8.0	86	325	37 50	28 26
Black Hawk.....	10	65	78	141	85	8.1	49	336	46 08	30 11
Boone.....	11	57	93	143	76	7.8	46	316	37 13	28 71
Bremer.....	6	64	44	167	34	7.5	23	179	36 40	25 01
Buchanan.....	9	64	77	132	58	8.1	42	273	38 00	30 47
Buena Vista.....	15	12	128	136	43	8.1	38	254	45 43	30 81
Butler.....	11	46	98	135	49	8.3	47	270	42 75	30 18
Calhoun.....	16	7	135	134	46	8.2	44	292	46 43	32 79
Carroll.....	13	27	169	140	43	8.0	66	224	41 55	32 15
Cass.....	15	17	130	140	58	8.5	48	288	46 06	33 85
Cedar.....	12	44	160	133	43	8.4	45	237	48 10	31 98
Cerro Gordo.....	12	29	104	131	75	8.0	41	281	41 29	29 59
Cherokee.....	15	15	120	134	45	8.0	51	205	43 55	34 10
Chickasaw.....	5	62	53	114	36	7.8	28	210	38 70	26 87
Clarke.....	9	28	77	101	25	7.2	34	186	36 18	26 02
Clay.....	16	5	127	128	28	8.0	43	234	38 04	30 99
Clayton.....	17	37	147	170	55	8.1	63	247	40 33	28 07
Clinton.....	17	36	133	150	120	8.8	36	320	46 40	31 88
Crawford.....	20	8	168	171	45	8.4	49	300	38 68	31 60
Dallas.....	13	32	113	140	73	8.3	81	295	45 54	33 23
Davis.....	6	68	37	68	27	6.5	50	113	31 34	24 12
Decatur.....	9	54	68	113	45	7.2	57	189	37 98	26 00
Delaware.....	14	26	110	127	41	8.1	23	156	41 74	28 20
Des Moines.....	4	61	24	85	131	8.0	40	215	41 15	30 50
Dickinson.....	12	7	76	78	21	7.7	19	132	41 78	32 68
Dubuque.....	10	52	66	128	127	8.7	27	256	47 54	27 60
Emmet.....	8	4	55	76	27	7.5	14	128	46 70	31 21
Fayette.....	12	83	103	174	65	7.7	52	328	40 30	26 03
Floyd.....	11	16	103	113	53	8.2	24	229	40 33	29 05
Franklin.....	12	36	103	137	32	7.9	48	227	40 31	30 04
Fremont.....	11	19	101	114	49	8.8	54	228	46 65	34 36
Greene.....	14	16	120	137	36	8.2	44	312	47 26	30 39
Grundy.....	10	41	85	120	30	8.3	56	201	37 54	31 22
Guthrie.....	15	15	136	143	43	8.2	67	286	42 45	31 83
Hamilton.....	15	27	113	134	46	8.2	61	254	41 15	32 95
Hancock.....	10	7	127	127	31	8.0	49	187	43 31	34 36
Hardin.....	8	65	74	130	60	7.7	58	282	45 35	31 42
Harrison.....	16	32	115	142	64	8.7	58	296	45 00	32 58
Henry.....	4	72	32	96	42	8.0	40	222	39 56	27 26
Howard.....	11	11	89	97	27	8.0	31	204	43 76	29 20
Humboldt.....	10	19	84	103	39	8.3	29	207	41 80	31 51
Ida.....	12	5	90	99	34	8.4	58	190	43 65	26 82
Iowa.....	10	65	76	136	42	8.0	62	234	38 24	28 70
Jackson.....	14	45	108	144	54	8.2	29	244	42 23	31 16
Jasper.....	17	30	158	178	60	7.9	55	361	40 50	32 04

REPORTS FOR 1901.

STATISTICS.

PUPILS.					SCHOOLHOUSES.		GENERAL.				
Between the ages of 5 and 21.		Enrolled in public schools.	Total average attendance.	Av. tuition per month per pupil.	Number.	Value.	Value of apparatus.	Volumes in libraries.	Trees in thrifty condition on schoolhouse sites.	Schoolrooms in which effects of stimulants and narcotics are taught.	
Males.	Females.										
2888	2681	4628	2808	\$ 2 00	145	8	94425	3561	1805	2510	161
2381	2255	3824	2485	1 75	111		77350	5828	1631	1358	171
3276	3103	4513	2767	1 58	134		118615	7508	2825	1688	185
4585	4338	7250	4723	1 54	136		171525	4765	3993	1666	188
2371	2357	4008	2347	1 08	111		87515	5665	1486	1612	125
3987	3907	5957	4131	2 00	188		180739	9113	6458	2883	216
5135	5025	7659	5181	2 18	153		308020	9416	4085	2542	224
4472	4397	7259	4618	1 84	156		168341	7556	8430	3074	215
2630	2618	3772	2146	1 89	111		92290	8607	5787	2429	117
3348	3174	5472	3426	1 90	150		174270	8969	5340	1303	189
2959	2797	4816	3069	2 43	143		144320	7313	8442	2541	179
2963	2757	4449	3135	2 05	147		131475	6272	4547	2647	165
3140	3069	4995	3471	2 10	147		144275	6208	5717	1591	91
3639	3562	4883	3252	2 60	145		133505	9185	2561	2022	139
3711	3770	6067	3826	2 27	153		153450	7008	4106	2686	108
3125	3102	4743	3211	2 23	145		151515	10705	5776	2077	175
3315	3430	5505	3366	2 32	145		235475	12566	3208	1778	162
2869	2743	4927	3027	2 72	144		174805	6124	14183	1823	161
2876	2980	4423	2769	1 31	121		91190	6825	3403	1481	152
2164	1933	3366	2280	2 05	107		87540	2206	1108	1278	125
2311	2097	4198	2358	2 21	135		104698	6845	6671	977	155
4668	4457	6520	4257	1 78	180		175255	6845	3920	1237	217
7326	7313	9966	6803	1 88	184		448575	11859	12297	3153	286
3976	3745	5842	3662	2 07	178		166125	14322	3317	2738	203
3856	3648	6537	4478	1 85	154		156035	8467	3448	3579	212
2644	2522	4298	2694	1 31	106		81610	3240	1075	1544	122
2976	2944	4990	3220	1 65	124		104295	4771	1469	2461	140
3142	3028	4623	3258	1 70	140		126075	6350	3266	1432	104
6059	5968	7602	5583	1 92	97		292375	10867	1853	1931	213
1469	1337	2472	1403	2 03	85		55108	4729	2671	1195	85
10011	10191	8446	5894	2 02	147		466105	10645	5263	1678	255
1712	1592	2761	1686	2 68	83		105455	3103	1530	1170	103
4929	4641	7561	4728	1 77	190		176180	11752	5742	2562	240
2704	2859	4227	2914	2 27	125		218107	6032	5233	2183	166
2507	2293	3785	2458	2 70	145		107355	8422	1972	2406	163
2896	2837	4887	3293	2 10	127		142855	7065	4034	2699	163
3017	2758	5168	3207	1 90	145		120845	6445	2716	2092	173
2302	2185	3938	2553	2 07	128		104944	8958	4169	2227	149
3221	3142	5013	3719	1 93	158		153900	6482	3033	1241	168
3524	3525	5108	3351	1 49	146		134455	11204	2130	780	179
2452	2296	4106	2559	2 23	134		127950	6775	2553	1165	158
3827	3724	5930	3913	2 37	148		166450	8533	3824	2360	194
4300	4397	7318	4630	1 72	159		176145	9725	3147	2296	206
2809	2776	4489	3052	1 62	108		129800	5115	1544	2867	134
2460	2358	3812	2231	1 94	106		71750	4840	2607	1327	122
2138	2133	3602	2211	2 10	112		84600	5471	3455	1211	242
2291	2099	3711	2448	2 16	108		107550	8902	4963	1962	162
3130	3086	4893	3538	1 97	141		128915	5451	7173	3167	175
4111	4101	5761	4014	1 62	157		178820	10868	3786	2395	194
4349	4208	7027	4643	1 96	191		194175	7817	5976	3512	244

GENERAL.

in libraries.	Trees in thirty condition on school house sites.	Schoolrooms in which effects of stimulants and narcotics are taught.
2046	1491	122
541	4212	195
156	1916	177
378	3750	196
1464	2263	261
256	2495	200
943	3392	316
808	1800	116
360	2430	127
1174	1619	158
546	1895	170
1112	2649	216
223	2034	186
449	2030	237
1096	2572	125
1442	3046	135
1884	2756	180
576	9004	131
1264	2912	150
1394	1979	179
1536	2178	179
292	1875	109
814	6087	185
1238	2366	144
680	3049	219
610	4395	171
1237	3621	190
445	3703	253
429	3420	182
249	1368	162
744	2525	173
1068	3790	256
868	3232	176
425	3272	243
423	2392	199
370	3418	214
1480	2035	168
1006	2110	164
728	2174	153
1254	1902	131
1949	2216	182
1370	2131	177
1050	1289	157
878	2622	243
1804	1194	118
1597	117	138
1995	3869	358
1547	786	106
1378	1550	186
1454	225463	17438

ABSTRACT [B]—REPORTS FOR 1901.

SCHOOL FINANCES.

COUNTIES.	TEACHERS' FUND.							
	DEBIT.				Total debit or credit.	CREDIT.		
	On hand at last report.	Received from district tax.	Received from semi-annual apportionment.	Received from other sources.		Paid teachers since last report.	Paid for library books.	Paid for other purposes.
								On hand.
Adair	\$2675 25	\$40147 35	\$6013 81	\$ 990 45	\$67826 86	\$45077 92	...	\$301 29
Adams	10826 75	30010 86	4337 75	299 34	54470 70	35742 44	228 38	115 02
Allamakee	10866 60	32657 23	5292 85	1068 79	55885 47	35851 19	313 18	83 30
Appanoose	21115 24	36309 43	7521 18	745 71	65091 56	45398 81	226 38	161 73
Audubon	20050 96	32422 14	4376 79	661 68	57511 57	37176 10	198 03	152 88
Benton	52021 48	55203 33	13897 10	1035 14	122157 09	69125 70	388 47	486 20
Black Hawk	34072 92	74199 72	12070 22	1566 81	121915 67	79995 22	43 78	704 58
Boone	30274 10	56689 79	8426 61	951 58	95742 08	62745 39	169 28	126 29
Bremer	18506 85	28519 68	5237 37	1077 21	44031 11	34597 70	107 96	417 15
Buchanan	20656 07	47892 11	8324 14	1301 65	83663 97	55028 33	438 28	517 29
Buena Vista	29862 07	42799 04	10603 80	883 10	84148 05	50771 23	180 34	48 75
Butler	37666 43	43046 32	7417 65	1797 30	89807 40	51880 80	127 90	197 44
Calhoun	28186 74	45557 43	6822 99	1113 60	81680 76	54845 39	272 68	109 85
Carroll	26112 11	59800 75	8445 50	869 15	95227 51	56791 57	71 37	191 50
Cass	35466 73	60180 05	10380 66	1007 90	107952 74	66702 64	267 24	168 11
Cedar	31097 24	48012 44	9256 31	1526 76	92662 75	55162 59	263 73	394 22
Cerro Gordo	26878 28	52063 64	7803 69	1105 92	92851 53	59428 61	233 46	247 47
Cherokee	31152 45	46760 66	9751 00	516 03	88180 14	56611 95	322 54	35 00
Chickasaw	16956 12	32602 36	4748 64	754 21	58601 33	37854 77	31 48	38 62
Clarke	12184 57	23723 82	5172 20	532 89	41863 48	29322 06	255 29	118 01
Clay	26461 39	34754 89	4885 24	990 12	67091 64	41731 80	222 22	434 38
Clayton	25829 13	50650 86	9291 53	1804 73	87855 25	59446 06	236 95	253 12
Clinton	46329 57	104990 99	15263 94	1841 96	168131 86	110106 23	180 88	342 48
Crawford	41735 48	57638 23	7454 83	1168 53	108997 07	63705 45	271 19	185 00
Dallas	28885 70	59016 14	8009 93	2397 03	98308 80	68888 46	4 40	266 30
Davis	7188 06	16828 11	7408 32	103 40	31527 89	23657 07	337 08	8 48
Decatur	18080 83	31293 65	5479 56	992 11	55844 15	37885 27	67 60	51 00
Delaware	19525 31	40948 58	6643 96	3795 58	70913 43	45920 55	169 58	231 41
Des Moines	25076 20	75105 11	11844 45	714 70	112790 52	89056 01	100 66	163 42
Dickinson	11338 36	24272 45	3466 95	417 89	39495 65	26358 53	52 91	92 74
Dubuque	18547 77	84914 33	19569 95	447 56	123479 61	103966 87	369 39	660 67
Emmet	15361 86	25770 41	3363 03	6 50	44501 80	28360 26	41 98	...
Fayette	34715 62	54982 82	11732 87	1236 66	102667 97	60420 63	204 90	266 57
Floyd	19350 61	42421 68	6776 39	1012 01	69560 69	45765 05	143 70	1963 37
Franklin	27819 11	39466 03	5039 20	626 04	73850 38	43924 17	271 52	134 28
Frederick	27599 73	46865 01	6995 50	2529 75	81859 99	54901 92	258 85	604 60
Greene	26259 44	45605 50	7580 27	711 93	80157 14	49707 96	289 33	52 30
Grundy	27302 02	35482 95	7001 31	1073 15	70859 47	43951 70	101 97	278 43
Guthrie	28806 92	51823 19	7324 08	3103 59	91207 78	57029 39	76 05	84 25
Hamilton	31676 08	42470 10	8128 00	1035 86	83504 94	50714 91	385 39	471 94
Hancock	25279 92	43501 17	4650 24	289 70	73721 03	40710 21	92 72	10 00
Hardin	40253 98	64320 52	10102 64	2185 65	116772 79	64493 62	257 98	904 40
Harrison	40602 72	60065 43	10755 22	1623 93	113052 30	69008 95	79 87	346 28
Henry	20762 92	34954 29	7115 41	546 75	63377 37	39552 54	187 57	254 55
Howard	16486 80	27511 10	5225 22	400 57	49023 69	33578 82	191 70	1158 83
Humboldt	28097 54	30157 99	4287 11	1001 21	64143 85	39039 00	5 30	719 21
Ida	15530 19	42691 41	3028 45	1817 45	63967 50	44414 21	57 15	171 48
Iowa	20918 48	45008 92	7804 90	4691 07	87483 37	52235 24	404 61	1902 54
Jackson	38084 79	47047 77	8043 71	1573 70	94749 97	53525 57	201 25	823 83
Jasper	37869 44	53520 92	11579 46	2338 70	105308 52	67954 75	141 36	118 23

SCHOOL FINANCES.

TEACHERS' FUND.

COUNTIES	DEBIT.				Total debit or credit.	CREDIT.			
	On hand at last report.	Received from district tax.	Received from semi-annual apportionment.	Received from other sources.		Paid teachers since last report.	Paid for library books.	Paid for other purposes.	On hand.
Jefferson	\$ 16883 32	26529 03	6006 82	984 14	50423 31	32664 78	186 60	316 64	17325 29
Johnson	25388 47	53554 77	11068 50	1571 45	91283 19	63752 92	64 78	857 80	26607 69
Jones	36340 16	43565 28	8679 11	1465 17	84049 72	52630 34	207 35	1120 81	30091 22
Keokuk	29327 23	49154 86	11142 53	2498 30	92122 92	56693 23	450 23	1601 40	33378 06
Kossuth	33017 39	66895 24	10048 18	2534 52	112495 33	39959 21	254 53	189 91	72091 68
Lee	14042 93	57157 64	11591 88	2319 25	85111 70	71354 88	36 89	173 64	13546 29
Linn	41306 23	116972 70	19101 53	3214 75	18059 21	140345 86	361 60	714 56	39173 16
Louis	17479 37	29066 08	5036 52	1188 87	52770 84	34190 51	177 61	40 82	18361 90
Lucas	13534 86	28524 95	5670 80	809 59	48540 20	32590 30	201 57	474 37	15273 96
Lyon	27399 83	43947 93	5256 68	1191 40	77795 84	49183 64	308 48	2196 82	20106 90
Madison	22590 00	33418 53	7762 02	868 33	64617 88	42075 36	655 02	385 70	20631 77
Mahaska	31337 84	54776 06	8641 55	1832 50	96587 95	73124 19	139 09	414 53	20210 14
Marion	28063 71	41383 69	7806 42	1058 38	79302 20	48076 14	181 80	483 69	20660 57
Marshall	33475 89	72877 71	6506 84	4104 72	116965 16	87855 83	.....	184 48	20324 85
Mills	29016 70	29473 99	7011 00	1268 93	66770 62	44735 23	297 99	466 12	21271 28
Mitchell	17619 37	39006 94	7247 66	1625 20	66308 57	39345 25	127 32	416 60	20509 31
Monona	28882 03	43605 00	6348 00	1046 74	79381 77	51787 44	152 45	616 88	20825 00
Monroe	12620 57	26166 09	5619 09	2424 91	40870 66	30974 98	122 54	168 64	15604 50
Montgomery	21857 24	42670 11	6666 33	2442 49	73636 17	51109 47	103 14	114 00	22309 56
Muscatine	21343 87	57354 12	8589 11	1059 79	88346 89	67764 80	37 90	35 71	20508 48
O'Brien	24337 66	52022 32	6843 08	225 66	86028 79	58666 95	.....	164 88	27136 96
Oscola	16561 70	29485 32	3695 32	624 05	50366 39	29421 17	84 74	153 58	20706 90
Page	28645 30	54028 86	9337 71	2171 15	94183 02	61790 43	296 34	323 37	31772 88
Palo Alto	19670 84	38675 16	4124 99	670 28	63101 27	40698 24	156 14	1504 48	20682 41
Plymouth	35121 50	60100 00	8204 45	1061 07	104487 02	66050 89	227 51	56 66	38151 96
Pocahontas	27433 59	39811 42	5601 69	865 20	73513 90	45991 63	219 51	50 27	27299 06
Polk	74115 26	22295 05	20265 36	1795 38	328126 05	243481 19	155 23	6649 78	77839 85
Pottawattamie	59941 93	134388 61	16491 44	1654 01	212876 01	157273 44	401 70	378 61	54822 26
Poweshiek	34684 82	50080 96	8613 89	1780 66	95160 33	59717 91	58 02	25 00	35359 40
Ringgold	18560 46	35018 26	5956 78	834 48	60369 98	40307 38	135 91	55 91	19870 78
Sac	35461 18	40444 34	6718 00	1360 64	83983 65	51123 73	78 40	.....	32781 52
Scott	45173 30	125107 81	19628 02	1933 17	101842 30	140090 26	274 57	804 03	50673 44
Shelby	32615 61	49303 22	6545 61	1137 61	80602 05	56214 48	245 86	103 14	33638 57
Sioux	43565 70	74240 38	9547 68	668 79	128031 55	77985 30	69 80	195 80	49780 59
Story	29031 10	50178 67	11871 90	1479 78	98501 45	60229 95	346 32	801 76	37183 42
Tama	32449 27	56377 78	8864 53	2730 64	100422 22	68080 46	131 61	238 79	31971 33
Taylor	25442 82	45049 19	6615 23	1316 40	78423 64	50404 45	227 10	124 50	27667 59
Union	25158 75	46517 23	6228 54	1921 72	79826 24	50787 75	61 30	38 06	28939 13
Van Buren	24288 76	27113 13	6839 26	2028 06	60269 21	35383 03	152 14	466 25	24267 79
Wapello	17659 83	80939 55	7346 48	1645 06	107591 82	89681 97	341 97	681 75	16886 13
Warren	31286 59	33703 23	7275 67	858 39	73123 88	43949 81	271 85	119 39	28782 83
Washington	26759 19	39051 96	9350 52	1928 89	77090 56	48113 18	146 39	129 08	28707 31
Wayne	18703 16	32018 48	6626 07	2058 59	59106 30	38827 22	189 91	287 12	20104 05
Webster	29914 08	59134 48	1012 34	471 16	99952 06	67722 23	373 41	1452 16	30104 26
Winnebago	16868 13	28237 09	4881 09	403 53	50389 84	31378 72	149 14	2237 80	16624 18
Winnebush	24266 66	34460 50	9874 41	602 95	69204 52	43911 85	391 04	186 22	24715 41
Woodbury	49001 12	124117 92	20382 28	16407 18	228108 50	160854 81	180 54	318 80	66754 35
Worth	13755 74	20202 20	4115 91	679 12	38432 97	23996 00	23 86	26 40	14384 77
Wright	38359 72	49027 45	7260 76	2205 60	98589 47	55834 73	52 79	1042 02	39929 33
Totals	276979 11	5017565 18	827955 34	155667 04	8738166 67	5747339 29	19064 58	47137 19	2924625 61

COUNTIES.	SCHOOL HOUSE FUND.									
	DEBIT.			Total debit or credit.	CREDIT.					On hand.
	On hand at last report.	Received from district tax.	Received from other sources.		Paid for school houses and sites.	Paid on bonds and interest.	Paid for library books.	Paid for other purposes.		
Adair.....	\$ 831 53	\$ 2792 82	\$ 32 42	\$ 3656 77	\$ 894 81	\$ 2067 80	\$ 2 00	\$ 208 67	\$ 48349	
Adams.....	2092 02	1598 04	12336 05	16027 61	6697 68	1201 03	9 00	114 03	8005 87	
Allamakee...	712 67	1919 69	2534 05	5167 01	1970 08	816 30		101 26	2278 31	
Appanoose...	1251 02	8076 36	722 40	10049 78	3315 51	3468 62		172 97	3002 66	
Audubon.....	3467 61	1647 93	2110 63	7226 17	2674 70	465 63		205 19	3886 06	
Benton.....	2865 95	9566 72	6361 90	19794 57	9786 83	5011 69		2675 21	2320 84	
Black Hawk...	18708 93	12483 06	38850 73	70042 72	29859 80	7041 00		700 00	32441 02	
Boone.....	3475 51	18934 88	9321 61	31732 00	25765 47	4254 48	82 24	330 27	1299 54	
Bremer.....	1157 77	2820 50	2048 06	6026 33	2481 83	2260 07		716 80	627 03	
Buchanan.....	1329 85	6797 82	1079 82	9207 49	1434 19	3488 83		1206 40	3078 07	
Buena Vista...	2949 67	8326 92	839 04	12115 63	2662 59	4662 20		539 39	3951 45	
Butler.....	2312 68	5993 24	2026 80	10332 81	3343 27	3015 06	7 00	1289 90	2677 58	
Calhoun.....	1573 24	7378 04	534 44	9485 72	4253 15	1713 55	80 36	1340 87	2097 79	
Carroll.....	3741 26	4829 40	2235 55	10806 27	3681 20	3026 00		580 10	3518 88	
Cass.....	3607 26	7414 68	50 87	11072 81	868 50	5433 91		520 65	4240 71	
Cedar.....	1742 00	4413 55	281 47	6437 02	1712 54	1640 50	08	1361 80	1720 05	
Cerro Gordo...	3410 53	8871 06	6894 64	19176 23	10606 79	1838 66		1478 88	5251 90	
Cherokee.....	1901 23	7266 60	1032 42	10200 25	2205 56	3755 38		549 07	3690 24	
Chickasaw...	2415 75	3038 48	107 70	5561 93	1766 48	1661 26		443 15	1691 04	
Clarke.....	2073 31	6585 43	203 00	6032 34	838 91	2280 71		221 76	2681 06	
Clay.....	4078 41	6580 77	1931 44	13190 62	3805 14	4719 83		2732 43	1933 22	
Clayton.....	1366 51	5416 91	2225 64	9000 06	3808 73	2307 30		1190 26	1612 68	
Clinton.....	7850 64	24230 36	53785 81	85875 82	18832 71	59334 70	3 91	873 72	6831 78	
Crawford.....	1651 21	9215 51	1407 28	12274 00	1284 87	3979 77	213 74	1148 09	5647 53	
Dallas.....	6256 77	5202 72	1004 68	13454 17	5077 45	4320 58		920 30	2217 84	
Davis.....	845 67	1804 64	3590 00	6240 31	3372 08	447 22		923 63	1496 48	
Decatur.....	1354 20	6300 08	201 71	7945 99	2159 77	2480 60		238 70	2866 74	
Delaware.....	2937 48	4058 07	3886 08	11481 63	4876 78	1812 40	25 00	78 48	4688 97	
Des Moines...	1301 61	10844 56	515 00	12661 17	1885 05	6697 80		2272 55	1805 68	
Dickinson...	2018 52	5775 13	111 72	8505 37	2682 64	1220 40	31 66	916 38	3654 29	
Dubuque.....	1946 88	16710 10	4113 54	22770 52	8050 57	10011 37	10 40	613 97	4084 21	
Emmet.....	3689 89	8287 65	551 25	12528 79	5094 55	3652 50	63 66	138 84	4179 24	
Fayette.....	1347 60	6628 12	4285 45	12261 26	5273 17	2768 17	10	850 35	3792 47	
Floyd.....	4195 17	11614 24	1052 00	16862 40	11162 07	2273 19		1478 72	1848 42	
Franklin.....	2012 10	3800 00	661 05	7463 84	1532 18	1645 95		693 46	3592 24	
Freemont.....	1149 61	3126 94	1966 52	6243 07	3162 40	1544 35		573 96	962 30	
Greene.....	1016 52	3626 15	129 32	5671 09		2994 86		808 10	1869 03	
Grundy.....	437 90	4562 20	1302 08	6362 78	1481 07	2990 29		415 32	1416 10	
Guthrie.....	6970 53	8070 35	10344 45	25391 36	6198 31	14066 12	47 10	3407 82	3732 01	
Hamilton.....	4835 08	7023 80	3347 85	16107 72	8213 65	2442 92	1 68	624 09	4825 38	
Hancock.....	5550 58	7510 23	2066 03	16062 84	6580 84	789 79	8 75	2090 21	6548 25	
Hardin.....	2550 86	10318 10	6111 32	24980 37	3765 99	12190 43		2967 08	6047 87	
Harrison.....	3077 07	12331 82	1805 53	17814 42	6472 72	7233 92		506 22	3511 56	
Henry.....	1470 25	3800 40	13 24	5358 89	451 00	3527 52		568 14	812 23	
Howard.....	1004 49	4518 04		5523 43		2820 95	10 00	763 65	1928 83	
Humboldt....	1727 34	3635 89	3445 64	8808 87	2586 65	1241 30		517 08	4463 84	
Ia.....	2307 60	5055 79	242 95	8506 43	1182 25	1287 43		420 87	1835 88	
Iowa.....	4774 59	4855 41	332 49	9959 29		4027 12		456 10	5470 01	
Jackson.....	9701 70	5030 80	277 40	15999 90	9004 25	2528 26		1550 10	2917 38	
Jasper.....	1113 59	10163 93	1980 12	13263 64	7326 50	2052 83		1404 07	2480 24	

CONTINGENT FUND.

On hand at last report.	DEBIT.			Total debt or credit.	CREDIT.								
	Received from District tax.	Received from schoolhouse fund and other sources.			Paid for fuel, rent, repairs, insurance and janitors.	Paid secretaries and treasurers.	Paid for records and apparatus.	Paid for library books and dictionaries.	Paid for free text-books.	Paid for general supplies.	Paid for other purposes.	On hand.	
506 32	\$ 13803 53	837 10	\$ 21146 95	\$ 10160 37	1322 51	581 37	172 44	509 67	1316 55	706 22	6377 82		
5014 18	7863 05	1861 30	14739 13	5976 88	1020 27	235 96	82 63	.....	2085 37	639 90	4698 03		
1938 90	9648 31	1186 34	15773 55	7075 02	1124 86	431 23	265 06	50 80	948 40	972 85	4904 43		
3103 50	14895 18	2309 70	23368 38	7921 99	1219 37	187 04	32 65	19 34	243 66	8850 23	4834 70		
3972 50	11286 38	1550 52	19809 40	7822 49	1158 81	172 53	105 26	296 66	909 31	3021 03	6203 31		
2076 24	19774 15	4613 33	33463 72	15990 62	1860 81	313 23	76 62	43 34	1081 63	4055 18	10042 20		
8880 71	28288 51	2384 52	35553 74	19314 11	1483 01	560 11	64 16	18 80	1038 11	7652 06	10082 48		
8698 70	21027 10	785 74	30511 54	15457 01	1974 38	825 23	99 94	137 61	561 02	1357 12	10099 23		
3800 74	10714 16	874 55	15389 45	7528 21	1165 47	428 03	203 60	31 86	154 15	1348 44	4539 69		
4728 55	16561 93	4184 71	25475 19	12153 95	1386 90	405 64	459 10	15 60	967 77	4035 26	5450 97		
0111 30	16002 26	1556 62	22870 11	13733 31	1249 46	748 08	251 10	.....	1309 67	1594 71	9383 78		
9198 30	14957 69	1662 69	10425 04	1464 70	1042 15	1042 15	508 65	8 00	1387 78	2273 34	8709 04		
5074 25	17167 18	1563 77	23805 20	12478 06	1490 86	583 49	179 68	752 31	969 20	1119 71	6231 89		
3984 30	21307 73	2160 02	37452 05	12701 02	1733 33	186 30	151 89	88 71	2125 53	3366 74	17035 53		
6612 24	20654 03	2637 10	29903 37	13179 18	1707 54	374 41	680 74	7 00	1294 06	1569 00	11089 64		
9087 42	16770 90	1472 89	27331 21	1912 06	1600 50	304 92	129 17	8 87	1151 69	1793 53	10430 47		
10657 78	18236 99	2128 15	31022 92	14794 06	1211 49	1639 36	228 72	13 53	2185 27	3013 80	7936 69		
10477 21	17650 34	631 48	28769 93	12607 81	1546 74	874 68	356 18	.....	1109 64	1797 01	10406 07		
4703 38	10080 14	1701 92	16485 44	8012 90	1124 99	95 86	184 66	.....	394 71	2048 32	1624 00		
3373 46	9586 31	858 22	13827 99	6846 31	1070 88	36 40	25 94	.....	17 81	1812 99	4007 66		
6891 75	13372 04	2066 36	22330 15	10158 57	1127 19	1043 58	30 67	.....	2030 84	763 87	7169 43		
5697 23	14050 85	2689 90	22435 98	9759 77	1506 58	594 77	359 45	22 88	1502 57	3637 30	4962 66		
6838 47	38323 93	6380 52	51542 05	23932 54	2238 99	671 72	787 06	2461 27	2393 91	10193 15	8062 97		
8988 68	24387 00	8198 57	41574 25	16970 21	2011 70	851 10	122 07	.....	2571 40	8841 51	10206 26		
8672 71	20573 49	2014 86	31261 06	15322 21	1682 03	401 93	49 30	429 59	1528 51	1499 40	10348 08		
2356 07	5027 75	301 08	8584 90	3860 65	1013 42	124 70	230 95	.....	252 11	677 63	2425 44		
3594 19	10397 22	1168 18	15059 50	7474 28	1245 36	315 19	184 66	2 00	730 75	801 79	4305 56		
5262 73	14242 01	429 78	19934 52	10429 58	1258 43	280 13	378 65	3 95	362 28	1174 68	6106 52		
2206 62	26823 85	3525 00	34556 37	18900 61	1356 38	932 36	369 89	453 63	1625 11	4175 63	4742 76		
2516 65	7424 71	996 22	10537 58	6342 92	914 26	313 37	70 66	.....	189 99	762 20	2344 78		
8358 03	41827 58	403 74	50649 35	30508 59	1775 27	423 69	234 34	9 95	3016 88	6030 17	7650 46		
1679 26	11820 21	239 31	13738 78	7571 27	687 58	267 39	205 08	.....	284 59	1987 16	2735 71		
7362 88	20252 58	1297 19	28912 65	13898 01	1705 56	245 65	193 74	7 31	567 95	3206 55	9087 88		
2651 91	19258 61	4046 50	25957 02	14960 05	1051 57	769 17	229 98	3 50	704 26	3982 16	4256 33		
8915 27	13448 94	1156 66	23521 17	9674 61	1507 19	294 83	130 65	12 30	1258 56	1166 25	9473 78		
7125 40	15542 99	1213 51	30183 90	11332 60	1292 72	297 10	241 04	.....	517 07	1008 49	9192 88		
7653 42	17749 15	1824 82	27227 39	9479 74	1380 20	769 90	65 84	.....	2335 96	3469 57	9726 18		
5692 93	13564 44	1798 99	20105 36	10744 65	1116 90	110 60	475 88	.....	535 07	2230 99	5842 18		
9563 22	19556 64	1064 01	30183 87	13917 40	1078 83	422 49	150 84	1 00	1681 35	1363 89	11565 01		
6370 02	17644 64	2134 66	26148 72	9584 22	1429 65	440 78	366 92	.....	2931 20	2185 72	9270 23		
8848 62	15659 76	2679 49	27183 37	11701 24	1274 37	978 20	148 66	491 52	1348 92	3858 36	7322 01		
9143 44	23621 90	2158 73	34924 07	15113 01	1665 22	76 65	321 89	.....	2305 34	3496 90	11742 97		
9808 77	13860 27	864 46	34533 54	14905 51	1554 25	376 07	425 58	709 13	1331 67	2001 85	13229 34		
3645 01	13226 75	566 78	17432 54	9215 37	1284 13	206 15	110 87	9 51	301 10	1751 51	4553 90		
6212 50	10228 07	1583 79	18024 36	8691 91	899 15	158 11	1794 08	.....	335 17	310 55	5835 30		
6523 46	11216 44	634 17	18374 07	7272 25	959 75	142 40	61 25	470 00	1282 26	2318 08	5868 08		
3548 91	13708 80	4476 47	21734 18	11545 15	1042 90	427 32	23 70	75	1866 29	313 93	4189 14		
7548 22	14838 19	1744 40	24130 89	10601 64	1655 10	512 18	394 14	25 00	1496 85	1431 12	8014 78		
9366 02	16014 75	1657 34	27038 11	12848 79	1560 77	423 51	295 72	157 37	1349 06	2772 91	7629 96		
8977 40	21329 41	1348 05	31674 86	15901 62	1530 10	108 68	206 21	3 50	1190 44	1098 94	11629 27		

COUNTIES.	SCHOOLHOUSE FUND.								
	DEBIT.			Total debit or credit	CREDIT.				
	On hand at last report.	Received from district tax.	Received from other sources.		Paid for school-houses and sites.	Paid on bonds and interest.	Paid for library books.	Paid for other purposes.	On hand.
Jefferson	1302 74	274 40		4077 23	129 57	670 01		599 27	2678 38
Johnson	5040 19	757 07	2521 91	99303 77	7427 40	20106 90		692 63	71076 54
Jones	1357 03	4017 05	14 98	5369 66	1942 97	1982 72		56 64	1397 33
Keokuk	8878 06	7774 28	1057 52	17309 86	5618 94	7368 73		1135 23	3247 70
Kossuth	6533 13	11081 19	2048 90	21103 31	3177 94	3886 37		7648 61	6402 30
Lee	1682 19	1023 03	800 00	12865 22	1272 98	9009 58		385 30	2197 36
Linn	2096 94	32010 33	6512 06	100228 63	48872 84	15016 52		5645 76	20793 51
Louisa	637 79	3770 14	388 00	5004 01	2191 09	445 45		1348 24	1030 15
Lucas	1855 11	7028 75	1095 00	26778 06	20004 00	2430 16		511 64	3823 86
Lyon	6324 70	11351 09	5792 37	23448 22	3499 66	13163 23	899 00	623 65	6132 67
Madison	3008 80	15774 18	581 68	19854 66	16441 08	231 31	1 80	1671 65	1507 92
Mahaska	1850 54	6172 80	7110 23	15739 57	5502 02	2382 54	58 20	3077 15	3818 76
Marion	4286 65	7130 43	2534 03	36409 51	6315 42	26028 75		1057 80	3407 54
Marshall	1932 21	18020 70	3085 47	23648 47	9006 91	1406 90		11622 88	1551 75
Mills	2243 86	4661 53	1752 01	8558 30	2127 12	2565 14	12 00	526 76	3207 25
Mitchell	2162 16	5506 48	5921 16	13050 30	817 20	10127 80	14 75	795 07	1894 58
Monona	15148 12	5530 00	280 35	20073 47	14485 85	2649 27	51 11	1411 25	2375 99
Monroe	5350 00	4983 21	3095 00	18037 81	8183 05	1069 91		2368 30	1286 40
Montgomery	1008 13	7818 12	1406 01	10086 26	2158 24	6213 40		381 18	2235 44
Muscataine	2178 46	4780 48	1407 25	8375 13	1144 41	2269 50		397 28	4563 94
O'Brien	6188 64	6004 05	12186 03	28379 64	16424 27	5025 53		3070 70	5444 12
Osceola	2857 72	4170 67	195 97	7474 36	1814 25	983 92		373 71	4301 48
Page	1873 77	5510 67	17842 82	25237 26	18134 38	2461 15	25 00	1089 92	3236 81
Palo Alto	2047 49	5200 87	1755 03	10163 36	5551 57	918 45		1820 40	1872 94
Plymouth	5168 21	7117 44	00 00	12386 04	924 53	4290 03		1582 84	5588 64
Pocahontas	3588 01	7886 25	1005 30	12570 55	5779 31	1740 95		1867 49	3182 80
Polk	27635 01	38004 15	83000 03	147538 79	55012 20	21730 12	17 06	6200 05	63650 36
Pottawattamie	76655 48	23016 83	4702 00	103774 40	81066 74	11726 11		1613 40	9356 15
Poweshiek	3395 12	7204 40	1177 03	11737 15	3396 08	3804 79		1155 69	3380 59
Ringgold	2000 63	5074 03	4226 49	13197 15	5753 07	4005 81		407 06	3031 21
Sac	2737 32	948 25	810 03	13036 00	4222 13	3152 58		1971 60	3710 29
Scott	5282 20	3708 05	67107 01	103557 05	9480 35	1385 00		10530 59	3553 01
Shelby	2101 25	2018 12	672 48	2791 85	882 89	861 23		6135 29	912 34
Sioux	5759 24	7004 00	7221 00	21575 23	4518 26	4705 57		1260 43	10990 98
Story	2748 54	4775 20	9039 70	17463 85	13551 56	425 80		1564 49	1922 20
Tama	4246 02	5555 10	6668 18	10560 30	5506 61	2720 70	7 40	2068 00	6266 59
Taylor	1539 07	3125 05	6221 29	10888 41	3263 70	1330 46		35 88	6458 37
Union	2086 28	4890 22	3717 94	11594 44	5189 48	2122 20		1104 71	3178 05
Van Buren	5078 37	4810 41	7507 70	17396 48	11181 69	2554 58	1 93	1226 60	2431 68
Wapello	2456 49	23136 13	1025 00	27408 68	13748 44	7150 10		2698 56	3901 48
Warren	5178 59	7122 00	7380 48	10092 73	5024 68	8226 08		787 23	4754 74
Washington	3303 72	7120 73	1200 25	11090 70	1711 40	5263 51		1514 46	3801 33
Wayne	7545 45	7000 39	17573 20	32225 04	2119 45	5515 16	56 38	18734 28	6308 77
Webster	3403 49	15417 50	16152 58	34533 57	23162 00	3401 52		2229 51	5360 46
Winneshiek	590 02	4300 60	11357 04	16658 34	6195 64	8666 82		280 69	1159 17
Winnebago	2169 70	7305 85	1411 88	10887 51	3512 18	2766 85		1994 40	2614 08
Woodbury	44123 19	21025 88	1870 84	67019 91	19049 10	8786 91	10 00	2028 55	37145 25
Worth	2047 80	2500 18	100 00	5607 08	834 09	1218 30		898 35	2657 34
Wright	3842 55	9698 47	2567 29	16108 31	4717 74	3484 30		387 11	7519 10
Total	575324 95	840126 47	41630072 73	2046624 11	830565 68	486605 38	880 31	170221 55	558151 19

CONTINGENT FUND.

DEBIT.			Total debit or credit.	CREDIT.									
Received from district tax.	Received from schoolhouse fund and other sources	Paid for fuel, rent, repairs, insurance and janitors.		Paid secretaries and treasurers.	Paid for records and apparatus.	Paid for library books and dictionaries.	Paid for free text-books.	Paid for general supplies.	Paid for other purposes.	On hand.			
47	9991 86	2130 16	14459 49	6888 00	98 09	386 40	70 84	33 07	370 18	801 92	4920 90		
48	2032 47	1524 69	20113 16	14105 84	1710 14	500 86	274 15	424 99	2060 20	2079 09	7957 80		
43	12258 98	1681 05	21175 46	11337 43	1432 48	382 06	191 58	15 42	1560 38	1158 29	5197 82		
56	17202 10	2089 87	27008 62	12087 36	1647 77	558 03	288 09	187 21	637 91	2142 07	8349 90		
61	23574 81	2462 13	37415 57	17338 64	1886 62	490 22	233 85	.....	319 76	3174 16	13678 60	
43	21898 42	13056 25	30649 10	16515 78	1425 00	621 06	87 53	65 19	2321 03	14931 60	3681 91		
57	44530 66	5177 28	55905 61	3354 83	3700 14	2250 28	540 66	423 82	2066 17	4778 29	8691 42		
69	7642 06	2348 64	13975 29	6632 40	855 62	540 86	199 91	.....	914 92	1388 52	3442 48	
71	9409 90	2079 03	14614 64	8876 70	1071 85	195 08	102 11	30 15	330 76	804 35	3196 65		
11	17258 34	940 75	20689 20	11792 26	1476 25	1320 06	103 15	77 04	715 94	240 76	10648 74		
51	14863 06	715 00	22637 57	10863 81	1067 51	666 14	204 90	.....	1021 66	2661 05	6152 50	
46	22501 24	551 82	30590 52	14032 86	1816 17	154 89	145 08	89 30	186 97	3530 48	10269 87		
04	17422 09	3640 48	26034 01	10236 59	1778 67	170 38	122 92	10 77	1762 74	5479 30	6475 24		
03	20992 55	2059 74	4161 32	16954 00	1553 58	1215 64	1365 50	1906 18	3864 56	4916 09	9866 87		
67	14314 16	1369 68	20638 51	7918 86	1714 19	231 62	350 38	228 34	1137 20	2558 61	6469 31		
73	15686 56	767 76	20774 06	10697 47	945 71	114 45	232 09	2 20	542 08	2112 55	6126 01		
24	14727 75	2900 75	23608 73	11349 31	992 90	763 68	243 71	4 35	1634 60	2052 13	5668 05		
94	9091 77	1301 11	13120 42	6447 08	1204 27	55 67	172 01	.....	683 19	1780 58	2776 72	
95	17563 29	3957 68	25600 92	10051 77	960 55	1541 02	372 50	.....	1504 80	4751 59	6427 60	
69	17322 63	2407 27	26172 59	13862 28	1013 35	208 45	271 55	33 48	4454 17	1326 43	4402 88		
27	17497 76	4525 48	27892 51	14638 19	1357 59	180 07	57 95	16 00	2162 08	2778 88	6706 85		
85	9589 09	85 37	13624 31	6162 53	831 05	308 76	25 93	.....	162 59	1205 89	4820 96	
63	17824 65	1073 88	23388 16	11771 36	1513 91	184 68	105 33	607 65	1313 32	1447 64	6344 27		
93	10916 60	2265 46	17555 99	9219 59	1157 70	697 55	75 83	.....	542 32	873 28	4489 72	
03	20309 00	587 84	30691 47	14190 12	2190 00	819 32	253 32	.....	1115 41	2125 77	9097 53	
56	13000 87	2157 97	20515 40	8272 69	1307 39	314 40	90 63	172 09	1228 13	2903 66	6326 41		
18	77462 93	16222 25	10354 46	68302 00	3401 22	1233 20	421 03	2106 83	2160 83	6011 58	19620 32		
84	49053 18	7399 13	75883 15	43608 91	2479 62	1101 37	311 72	475 93	5558 22	6100 68	15886 80		
76	18142 32	1540 24	28213 32	13708 97	1241 44	186 18	237 48	92 49	1884 71	1368 93	9493 22		
43	12417 32	1467 17	20032 92	12041 26	1024 30	624 72	261 23	9 92	23 01	854 76	6813 72		
37	13983 36	1869 98	23427 71	10034 12	1158 09	341 44	381 56	.....	1619 97	1446 53	8446 00	
52	45427 37	23061 95	70172 51	54861 33	2808 06	205 60	117 31	6187 90	225 16	4844 50	6922 50		
19	15762 93	2401 00	24913 45	11812 13	1516 57	357 59	91 85	50 69	1650 11	2789 00	6625 51		
04	24351 86	1928 97	36886 03	15784 46	2275 80	240 55	240 02	892 68	2236 36	3561 43	11056 73		
14	18541 80	7537 48	32643 32	14137 42	1605 97	1171 04	128 78	1722 82	1787 33	4971 10	7118 86		
79	20210 61	1444 55	32179 95	13267 03	2046 59	523 50	548 13	702 52	633 18	3628 90	10830 10		
13	17419 73	1403 52	23568 38	11818 68	1496 61	637 74	461 65	1 65	569 91	2287 96	6264 18		
36	16748 19	3035 71	23939 26	12262 74	1181 42	292 92	207 86	2 38	2410 62	2516 37	5064 95		
92	9127 55	1243 20	14944 67	6891 84	932 31	220 16	104 64	57 65	425 58	1050 55	5261 94		
17	23416 90	1114 09	28643 16	13864 59	1169 11	2094 31	308 43	66 64	2041 91	3554 50	5543 65		
72	13676 70	631 04	20773 46	9769 62	1414 23	738 31	91 83	24 82	1035 96	869 33	6819 36		
91	15475 84	771 50	22665 61	10304 01	1473 01	126 07	116 59	2 93	411 21	1367 36	8864 43		
19	110702 31	3232 62	16857 84	7267 46	951 69	512 62	452 00	.....	924 75	2870 95	3879 36	
74	24320 61	1497 93	32125 28	15099 79	1992 85	335 00	330 41	117 58	315 84	5867 06	8066 75		
97	11727 27	4177 40	17048 68	7870 72	916 85	1534 55	147 27	537 84	741 30	2059 72	2040 39		
55	13031 71	1196 54	19730 90	10109 90	1276 67	554 09	224 81	.....	598 97	4080 93	2884 53	
43	61334 81	20174 98	88522 22	50383 31	2242 77	622 50	280 07	1295 25	1493 54	20944 34	9020 38		
46	6828 87	430 35	10649 00	4317 23	410 85	149 69	54 11	240 05	54 92	2292 23	3129 92		
78	18093 69	3495 86	30136 01	13557 04	1207 29	410 35	181 48	12 22	1527 35	3143 31	10090 97		
21	1813131 65	270440 00	2752003 86	1347870 33	144168 04	22003 82	2127 26	26183 40	126105 16	2087969 72	732255 04		

COUNTIES.	1st grade certifi- cates issued.		2d grade certifi- cates issued.		3d grade certifi- cates issued.		Special certifi- cates issued.		Kinderg'n certifi- cates issued.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Adair.....	7	37	11	49	13	162				
Adams.....	7	25	21	150				1		
Allamakee.....	1	2	18	129	13	90		8		
Appanoose.....	6	8	42	107	14	101				11
Audubon.....	6	18	16	43	25	97		1		
Benton.....	11	56	28	170						
Black Hawk.....		18	17	178				4		
Boone.....		38	11	59	34	178	1			
Bremer.....		42	10	152						
Buchanan.....		4	7	60	15	108		4		
Buena Vista.....		28	9	140						
Butler.....	6	20	17	172				5		
Calhoun.....	5	39	17	110	12	72	1	2		
Carroll.....	19	50	30	139			1	2		
Cass.....	1	31	24	177	5	65	1			
Cedar.....	3	22	20	136	1	17		1		3
Cerro Gordo.....	6	20	16	159	11	61	2	11		
Cherokee.....	9	20	17	103	8	61				
Chickasaw.....	2	15	9	75	10	108		1		
Clarke.....	3	14	14	41	8	100		1		
Clay.....	6	17	19	91	10	94		1		
Clayton.....	14	27	41	146	14	71				
Clinton.....	5	13	13	154	14	162		10		
Crawford.....	16	27	15	148	6	78		1		2
Dallas.....	2	24	17	87	40	135				
Davis.....	10	4	25	32	24	61		1		
Decatur.....	8	15	29	82	17	78		2		
Delaware.....	2	33	10	170						
Des Moines.....	2	10	28	154			5	6		6
Dickinson.....		17	7	109				3		
Dubuque.....	11	27	5	132	3	150	4	4		11
Emmet.....	2	19	4	52	3	48				
Fayette.....	8	37	3	160	4	31	8	42		
Floyd.....	3	15	5	83						
Franklin.....	2	18	16	110	18	86		1		
Fremont.....	5	16	20	98	12	85		7		
Greene.....	5	18	15	102	9	136		1		
Grundy.....	4	7	11	49	25	127		1		
Guthrie.....	11	20	19	101	20	86				
Hamilton.....	1	5	5	64	16	157	2	3		2
Hancock.....	3	16	26	183		15	1			
Hardin.....	10	54	35	235	23	80		2		
Harrison.....	8	34	10	85			1	5		
Henry.....	7	15	19	115	5	39				
Howard.....	6	10	10	90	9	86		4		
Humboldt.....	2	11	9	84	12	67		1		
Ida.....	10	36	14	70	4	36				
Iowa.....	6	14	19	88	7	90	1	2		
Jackson.....	1	22	8	121	9	67	1			
Jasper.....	2	40	35	234						

REPORTS FOR 1901.

OF TEACHERS.

Total number issued.		Applicants rejected.		Applicants examined.		Different persons licensed.		Av. age of applic'nts.		No experience in teaching.		Taught less than one year.		Holding state certificates or diplomas.	
Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
31	248	5	28	36	276	31	216	26	21	5	33	6	32	3	6
28	176	6	74	34	250	26	124	24	22	4	16	6	30	2	4
224	18	29	50	253	32	230	24	21	5	41	6	57	4	2	2
62	235	3	10	65	245	54	178	20	23	7	34	7	45	4	1
47	159	1	35	48	194	34	*113	28	22	10	17	3	31	3	3
39	226	8	38	47	264	35	210	24	22	7	23	14	50	7	14
20	200	6	55	26	255	18	180	24	23	1	26	1	44	4	50
54	283	3	7	57	290	52	227	28	22	3	24	1	18	2	16
17	194	2	14	19	208	6	167	24	23	4	49	4	50	3	2
27	176	10	61	37	237	29	229	25	23	5	30	7	41	4	13
12	168	2	44	14	212	10	180	24	22	7	37	3	33	5	20
25	197	5	24	30	221	25	197	23	21	4	23	5	24	7	13
35	223	3	28	38	251	30	171	24	21	6	38	15	91	3	12
50	191	2	8	52	199	45	104	23	21	2	12	3	20	6	8
31	273	2	40	33	313	24	205	24	21	6	40	10	80	10	6
24	179	2	38	26	217	23	154	24	23	4	36	3	13	6	12
35	251	6	33	41	284	26	220	25	23	10	43	7	26	4	10
34	190	3	53	37	243	26	157	26	22	3	24	2	26	5	17
27	199	6	34	33	233	27	199	22	21	12	10	18	31	3	7
25	156	5	38	30	194	21	114	25	21	2	14	1	15	1	5
35	203	5	34	40	237	31	151	24	20	9	47	7	53	2	5
69	244	6	50	75	294	30	175	24	21	8	20	12	35	1	2
12	339	8	63	40	402	30	301	33	24	6	68	4	40	6	13
37	256	2	41	39	297	21	219	27	21	6	78	12	76	4	4
59	246	7	35	66	281	52	203	24	21	22	48	10	61	7	13
59	98	6	16	65	114	57	82	24	22	18	8	2	7	3	1
54	177	3	22	57	199	32	128	27	23	8	37	17	75	1	1
12	203	6	57	18	260	6	146	23	19	4	30	8	35	1	4
35	176	1	5	36	181	34	154	33	27	6	13	6	25	8	40
7	120	.....	2	7	131	7	100	23	19	2	11	2	13	4	5
23	324	.....	22	23	346	23	285	33	23	.....	18	1	20	5	2
9	119	2	9	11	128	9	108	29	22	4	18	4	38	4	11
23	270	8	60	31	330	23	270	23	22	4	29	10	26	3	6
8	98	.....	8	98	8	8	98	24	22	1	7	.....	8	5	18
36	215	15	44	51	259	34	209	22	20	14	38	8	15	2	6
37	206	4	22	41	228	37	161	23	22	4	16	11	28	7	7
29	257	3	90	32	347	28	222	26	21	1	32	.....	19	6	10
40	184	3	6	43	190	32	153	24	22	16	41	1	30	4	9
50	207	.....	50	207	42	200	25	21	10	15	18	25	4	10	10
24	231	5	32	29	263	22	168	27	21	3	12	1	17	3	8
30	214	5	23	35	237	28	180	25	20	6	36	8	27	2	5
68	371	1	20	69	391	45	230	28	21	23	78	40	151	4	12
19	124	1	13	20	137	19	124	26	21	3	40	4	60	13	14
11	169	2	20	33	189	23	156	25	22	4	50	4	35	4	1
25	190	8	25	33	275	24	130	24	21	6	38	5	23	2	7
23	163	2	33	25	196	20	143	24	22	11	25	13	38	5	7
28	142	3	12	31	154	25	126	23	24	4	7	5	18	3	8
33	194	4	25	37	219	24	114	27	23	3	36	11	49	4	7
21	210	.....	9	21	219	20	211	34	25	3	44	1	52	4	4
37	274	29	135	66	409	32	221	23	23	11	40	6	42	5	8

OF TEACHERS.

Total number issued.		Applicants rejected.		Applicants examined.		Different persons licensed.		Av. age of applicants.		No experience in teaching.		Taught less than one year.		Holding state certificates or diplomas.	
Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
23	210	2	20	25	230	15	200	20	25	14	35	2	46	3	6
40	270	7	85	53	355	26	222	23	22	5	51	9	60	13	13
17	215	10	58	27	273	12	193	24	22	2	58	1	10	4	2
71	261	20	97	91	358	62	198	28	24	5	54	3	16	5	6
36	291	7	92	43	383	34	241	23	20	0	56	2	13	5	11
33	215	.....	3	33	218	31	192	30	23	6	15	3	15	6	5
56	420	8	78	64	498	59	432	25	24	16	59	9	40	8	20
43	138	2	14	45	152	33	111	28	25	8	25	9	30	3	8
22	209	3	52	25	261	23	128	25	22	2	12	4	18	3	3
33	144	3	16	30	160	.....	130	23	21	15	40	2	10	4	7
51	260	2	22	53	282	28	171	25	22	10	28	11	32	2	6
48	257	2	150	50	407	41	200	24	23	7	40	7	34	7	5
40	188	5	29	45	217	34	164	25	23	4	25	6	40	4	7
48	276	8	80	58	356	34	216	25	24	3	30	8	34	8	19
34	176	1	14	35	190	18	128	24	23	4	23	...	19	3	11
22	140	8	30	30	170	18	119	27	22	4	13	2	13	2	2
22	211	...	7	22	218	20	201	28	21	3	42	2	33	2	1
29	164	1	23	31	187	24	126	25	21	2	16	5	15	3	6
25	208	2	32	26	240	27	219	28	22	8	63	8	63	2	3
43	210	2	40	45	250	39	200	25	22	14	75	16	84	8	4
24	202	4	20	28	231	25	203	26	23	4	28	3	22	3	19
26	154	...	12	26	166	25	114	24	20	6	19	3	10	1	7
56	165	5	95	61	260	30	200	25	23	5	55	7	50	10	25
21	180	7	80	28	260	11	181	24	19	2	23	4	2	2	7
25	229	6	53	31	282	19	199	28	22	6	46	6	80	3	4
24	166	5	43	59	209	56	186	23	21	9	36	14	84	6	13
60	557	13	117	73	674	71	674	27	24	8	56	5	75	11	48
37	373	8	25	45	398	20	340	25	22	5	30	8	40	13	31
31	237	...	30	31	267	26	200	24	23	2	30	5	70	5	7
45	184	7	47	52	231	39	143	25	22	1	18	5	16	4	2
25	255	2	63	27	318	16	177	26	24	1	18	1	14	5	12
32	208	2	8	34	276	24	253	32	28	2	31	2	8	10	2
52	195	6	48	58	243	27	112	25	21	15	33	20	40	3	8
68	295	15	57	83	352	78	295	28	21	3	41	8	69	7	7
92	244	39	121	131	365	70	159	24	21	3	6	10	35	7	10
47	236	14	58	61	294	38	213	23	21	13	34	10	27	4	12
39	215	1	33	40	248	32	177	23	22	7	48	6	22	7	9
37	220	1	12	38	232	34	200	26	23	5	30	5	50	2	4
39	190	2	9	41	199	34	148	25	23	6	34	8	32	6	....
47	264	6	35	53	299	47	264	24	23	3	30	5	25	3	15
53	219	4	21	57	240	46	172	27	23	8	43	5	35	3	3
35	238	11	98	46	336	27	151	26	22	6	19	7	20	4	10
60	205	3	17	63	222	53	159	24	21	7	33	5	12	3	2
24	315	7	61	31	376	21	246	28	22	1	45	6	98	9	21
27	147	3	14	30	161	22	101	23	21	9	23	10	38	4	6
39	208	10	60	49	268	33	159	24	22	8	36	8	36	3	6
37	356	10	31	47	387	37	356	31	21	8	85	...	75	7	7
23	76	4	6	27	82	20	78	20	19	7	25	3	21	2	....
55	269	5	16	60	285	45	169	23	21	3	32	2	20	4	10
3600	21706	530	3926	4130	25632	2098	18610	*25	*22	618	3294	646	3716	450	910

COUNTIES.	VISITATION OF SCHOOLS.		EDUCATIONAL MEETINGS.			APPEALS.	C'MP'N SATION OF CO. SUPT.	COLLEGES AND PRIVATE SCHOOLS.			
	Schools visited by county superintendent.	Visits made during the year.	County association.	Township meetings.	Educational meetings held.	Cases decided by county superintendent.	Received for official services from Oct. 1, 1900 to Oct. 1, 1901.	Number.	Teachers employed.	Students attending.	Number of graduates, 1901.
Jefferson.....	125	165	Yes..	No...	4	.....	\$ 1198	3	21	327	25
Johnson.....	160	160	Yes..	Yes..	30	3	1200	2	144	1958	385
Jones.....	91	93	Yes..	No...	18	.....	1244	.....	.....	.....	.....
Keokuk.....	150	160	Yes..	Yes..	5	1	1252	.....	.....	.....	.....
Kossuth.....	128	128	No...	Yes..	52	.....	1252	6	15	473	.....
Lee.....	119	190	No...	Yes..	2	.....	1232	4	19	495	20
Linn.....	84	93	Yes..	No...	5	.....	1252	3	50	1042	68
Louisa.....	109	126	Yes..	No...	4	.....	1252	.....	.....	.....	.....
Lucas.....	40	40	Yes..	No...	5	.....	1161	1	2	20	.....
Lyon.....	102	107	Yes..	Yes..	19	.....	1256	.....	.....	.....	.....
Madison.....	100	110	Yes..	Yes..	4	3	1252	.....	.....	.....	.....
Mahaska.....	152	156	No...	Yes..	5	1	1252	2	16	414	17
Marion.....	98	98	Yes..	No...	5	1	1236	1	16	234	.....
Marshall.....	107	107	Yes..	No...	5	.....	1250	.....	.....	.....	.....
Mills.....	93	145	Yes..	No...	7	.....	1228	.....	.....	.....	.....
Mitchell.....	138	165	No...	No...	21	.....	1236	2	13	299	22
Monona.....	147	175	Yes..	Yes..	7	1	1252	.....	.....	.....	.....
Monroe.....	94	103	Yes..	Yes..	1	1	1216	.....	.....	.....	.....
Montgomery.....	.....	.....	No...	No...	.....	.....	1248	.....	.....	.....	.....
Muscatine.....	27	30	Yes..	Yes..	4	.....	1252	1	9	125	13
O'Brien.....	118	164	Yes..	No...	0	.....	1248	1	2	100	22
Osceola.....	108	201	Yes..	No...	8	1	1196	2	4	185	9
Page.....	150	200	Yes..	No...	14	3	1240	1	19	783	76
Palo Alto.....	158	356	Yes..	Yes..	34	.....	1280	2	11	374	9
Plymouth.....	181	191	Yes..	No...	18	2	1252	6	24	610	.....
Pocahontas.....	101	101	Yes..	No...	1	.....	1244	.....	.....	.....	.....
Polk.....	260	265	Yes..	Yes..	10	4	1500	12	208	6325	634
Pottawattamie.....	350	375	No...	No...	60	2	1240	6	30	1010	8
Poweshiek.....	60	63	No...	No...	32	.....	1232	1	33	442	42
Ringgold.....	125	148	Yes..	Yes..	25	.....	1248	.....	.....	.....	.....
Sac.....	109	118	Yes..	No...	3	.....	1232	1	10	163	1
Scott.....	100	125	Yes..	No...	3	.....	1492	13	78	1627	103
Shelby.....	50	62	No...	Yes..	49	.....	1248	2	5	175	.....
Sioux.....	112	178	Yes..	Yes..	33	.....	1252	5	19	475	31
Story.....	160	160	Yes..	Yes..	42	1	1248	1	67	1065	72
Tama.....	20	25	Yes..	No...	5	.....	1204	4	23	498	44
Taylor.....	125	125	Yes..	Yes..	18	.....	1250	.....	.....	.....	.....
Union.....	122	340	Yes..	Yes..	12	.....	1252	1	4	260	.....
Van Buren.....	35	35	Yes..	No...	2	1	1244	.....	.....	.....	.....
Wapello.....	95	110	No...	Yes..	9	.....	1248	2	9	650	78
Warren.....	50	72	Yes..	No...	10	.....	1240	2	32	629	16
Washington.....	102	108	No...	Yes..	16	.....	1252	4	10	219	5
Wayne.....	103	167	Yes..	No...	2	.....	1232	.....	.....	.....	.....
Webster.....	125	128	Yes..	No...	4	.....	1252	3	15	643	37
Winnebago.....	116	203	Yes..	No...	7	.....	1200	.....	.....	.....	.....
Winnebiek.....	68	68	No...	No...	6	.....	1224	6	39	1227	85
Woodbury.....	175	190	No...	No...	16	.....	1450	5	39	1165	22
Worth.....	96	215	Yes..	Yes..	25	3	1240	.....	.....	.....	.....
Wright.....	186	254	Yes..	No...	10	.....	1248	.....	.....	.....	.....
Totals.....	11242	13632	.....	.....	1209	45	* \$ 1242	231	1658	43715	2716

COUNTIES.	Schoolrooms.	Separate visits to schools.	Teachers necessary.	Applicants examined.	Certificates granted.	COUNTIES.	Schoolrooms.	Separate visits to schools.	Teachers necessary.	Applicants examined.	Certificates granted.
Adair	166	6	167	312	279	Jones	180	93	185	300	232
Adams	126	130	133	254	204	Keokuk	199	160	200	449	332
Allamakee	166	316	157	303	256	Kossuth	202	128	263	426	327
Appanoose	187	42	197	310	297	Lee	200	199	219	251	248
Audubon	126	86	130	242	206	Linn	367	93	389	562	479
Benton	228	330	236	311	265	Louisa	117	126	121	197	181
Black Hawk	226	160	236	281	220	Lucas	127	40	136	286	231
Boone	219	82	231	347	337	Lyon	161	107	162	196	177
Bremer	141	16	140	227	211	Madison	168	110	170	335	311
Buchanan	190	80	184	274	203	Mahaska	223	150	223	457	305
Buena Vista	179	192	184	226	180	Marion	195	98	200	202	228
Butler	184	178	184	251	222	Marshall	241	107	246	412	324
Calhoun	180	151	186	280	258	Mills	128	145	129	225	210
Carroll	181	96	180	251	241	Mitchell	134	165	136	200	162
Cass	198	105	201	346	304	Monona	181	175	182	240	233
Cedar	176	132	183	243	203	Monroe	131	103	131	218	193
Cerro Gordo	221	130	210	325	286	Montgomery	155	...	157	266	233
Cherokee	179	180	181	280	224	Muscatine	171	30	179	295	253
Chickasaw	152	156	154	256	226	O'Brien	187	164	186	250	226
Clarke	136	65	136	224	181	Osceola	109	201	110	192	180
Clay	156	137	155	277	238	Page	187	200	194	321	221
Clayton	225	230	226	369	311	Palo Alto	161	356	162	288	201
Clinton	288	177	321	442	371	Plymouth	219	192	218	313	254
Crawford	216	92	219	336	293	Pocahontas	171	101	173	268	220
Dallas	213	96	213	347	305	Polk	474	265	500	747	617
Davis	125	33	124	179	157	Pottawattamie	300	370	410	443	410
Decatur	158	100	158	256	211	Poweshiek	182	63	190	298	268
Delaware	168	145	167	278	215	Ringgold	163	148	167	283	229
Des Moines	214	88	223	217	211	Sac	174	118	175	345	250
Dickinson	99	210	101	138	130	Scott	256	120	285	310	300
Dubuque	255	92	253	369	347	Shelby	181	60	182	301	247
Emmet	103	100	105	139	128	Sioux	243	138	243	435	393
Fayette	239	87	242	361	291	Story	200	160	198	466	336
Floyd	166	189	164	106	106	Tama	222	25	243	355	283
Franklin	169	152	169	310	251	Taylor	169	125	167	288	254
Fremont	163	203	164	269	243	Union	165	340	171	270	257
Greene	173	180	182	379	286	Van Buren	153	35	153	240	229
Grundy	150	127	153	231	224	Wapello	212	110	223	352	311
Guthrie	186	175	198	257	257	Warren	173	72	182	297	272
Hamilton	180	150	185	292	255	Washington	178	108	177	322	273
Hancock	158	160	162	272	244	Wayne	158	163	163	285	265
Hardin	199	110	201	460	439	Webster	246	128	251	497	339
Harrison	206	118	210	157	143	Winnebago	112	203	114	191	174
Henry	138	142	147	222	200	Winneshiek	176	68	186	317	247
Howard	124	200	126	308	215	Woodbury	305	190	375	434	393
Humboldt	142	148	142	221	186	Worth	107	215	107	199	99
Ida	133	231	137	185	170	Wright	186	254	194	345	324
Iowa	178	98	178	256	227	Totals	18507	13932	18984	29762	25306
Jackson	198	58	209	210	231						
Jasper	244	60	245	475	311						
Jefferson	123	165	126	264	233						
Johnson	217	160	213	408	316						

COUNTIES.	New schoolhouses.	Whole number.	Good.	Fair.	Poor.	Without suitable and separate outbuildings for each sex.	Schoolhouses provided with flags.	COUNTIES.	New schoolhouses.	Whole number.	Good.	Fair.	Poor.	Without suitable and separate outbuildings for each sex.	Schoolhouses provided with flags.
Adair	1	145	95	37	13	6	60	Jones	1	140	56	71	13	19	98
Adams	2	111	81	15	15	10	100	Keokuk	5	145	90	45	10	80	
Allamakee	3	124	95	36	24	70	70	Kossuth	3	223	172	23	28	114	24
Appanoose	1	136	77	24	35	5	55	Lee	1	127	70	36	21	8	30
Audubon	2	111	90	14	7	14	14	Linn	4	203	160	37	5	112	
Benton	4	184	129	50	9	22	60	Louisa	2	90	59	27	4	10	42
Black Hawk	2	153	31	60	62	6	25	Lucas	1	99	60	29	10	40	
Boone	4	156	100	49	7	149	149	Lyon	3	132	82	37	13	11	40
Bremer	2	111	90	17	4	7	51	Madison	4	143	100	25	18	143	
Buchanan	1	150	105	44	1	3	14	Maabaska	3	161	75	56	30	80	
Buena Vista	4	143	100	25	18	10	20	Marion	4	154	103	32	19	6	14
Butler	3	147	103	20	24	3	3	Marshall	1	155	80	45	30	75	
Calhoun	1	147	73	68	6	4	48	Mills	4	91	80	10	1	35	
Carroll	1	145	138	6	1	140	135	Mitchell	1	110	98	8	4	15	42
Cass	1	153	60	70	23	10	26	Monona	2	148	102	42	4	2	30
Cedar	2	145	100	33	12	10	26	Monroe	4	101	47	40	14	8	
Cerro Gordo	2	145	80	47	18	9	07	Montgomery	2	114	99	15	100	100	
Cherokee	4	144	132	7	5	2	110	Muscatine	2	105	60	20	25	30	105
Chickasaw	2	121	97	21	3	3	74	O'Brien	5	141	61	65	13	139	
Clarke	1	107	80	20	7	16	16	Osceola	1	95	80	15	2	76	
Clay	2	135	95	34	0	9	34	Page	7	136	130	4	2	135	
Clayton	3	180	161	19	15	100	100	Palo Alto	2	131	95	23	13	8	116
Clinton	6	184	100	60	24	180	180	Plymouth	2	180	120	40	20	22	
Crawford	6	178	150	23	5	15	15	Pocahontas	1	145	125	17	3	70	
Dallas	1	154	125	25	4	65	65	Polk	2	100	170	14	6	4	50
Davis	5	106	54	44	8	5	25	Pot'awatt'mie	6	263	168	80	15	20	235
Decatur	7	124	71	44	9	15	20	Poweshiek	1	147	93	50	4	15	35
Delaware	1	140	125	12	2	80	80	Ringgold	6	135	82	39	14	47	
Des Moines	1	97	80	13	4	60	60	Sac	2	142	55	80	7	10	
Dickinson	2	85	66	12	7	42	42	Scott	2	126	103	20	3	126	
Dubuque	2	147	116	27	4	52	52	Shelby	2	145	100	27	18	145	
Emmet	7	83	72	6	5	75	75	Sioux	3	188	160	17	11	15	
Fayette	1	100	110	55	25	126	126	Story	5	149	70	46	33	20	89
Floyd	3	135	99	18	8	24	24	Tama	1	182	141	25	16	95	
Franklin	1	145	138	5	2	126	126	Taylor	6	132	85	25	22	100	
Fremont	1	127	100	20	7	24	24	Union	10	122	38	82	2	1	80
Greene	1	145	100	38	7	126	126	Van Buren	1	116	75	31	20	16	53
Grundy	2	128	94	31	3	100	100	Wapello	1	116	92	20	4	66	
Guthrie	1	158	100	40	18	25	25	Warren	3	145	41	50	54		
Hamilton	2	146	34	81	31	52	48	Washington	2	139	55	50	34	10	55
Hancock	6	134	126	4	4	64	64	Wayne	1	126	82	38	6	60	
Hardin	3	148	70	56	22	1	95	Webster	3	189	108	67	14	8	70
Harrison	1	159	100	30	29	100	100	Winnebago	1	94	58	31	5	4	12
Henry	2	108	90	16	2	12	90	Winneshiek	3	148	60	54	34	210	150
Howard	1	106	62	38	6	12	90	Woodbury	3	219	150	59	10	88	
Humboldt	1	112	90	20	2	10	2	Worth	3	97	80	13	4	100	
Ida	1	108	79	27	2	44	44	Wright	1	142	17	120	5		
Iowa	1	141	90	39	12	87	87	Totals	233	13922	9241	3483	1198	1018	6475
Jackson	3	157	73	70	14	4	146								
Jasper	2	191	133	49	9	31	75								
Jefferson	1	90	27	62	10	52	52								
Johnson	3	170	165	2	3	7	7								

ABSTRACT [E]—

TEACHERS'

COUNTIES.	WHERE HELD.	SESSIONS.			TEACHERS IN ATTENDANCE.			
		Commencing.	Conig' weeks	Number daily.	Males.	Females.	Total.	Graduates.
Adair	Greenfield.....	August 5	2	2	22	190	212	14
Adams	Corning	March 18	1	2	10	145	155	...
Allamakee	Lansing	July 15	3	2	25	157	182	...
Appanoose.....	Centerville	August 12	2	2	56	169	225	...
Audubon	Audubon.....	August 5	2	2	23	102	125	...
Benton	Vinton	August 12	2	2	37	223	260	...
Black Hawk.....	Waterloo.....	August 12	2	2	14	174	188	...
Boone	Boone	July 8	2	2	12	205	217	21
Bremer	Waverly	July 29	2	2	7	145	152	...
Buchanan	Independence	March 25†	3	2	30	200	239	...
Buena Vista.....	Storm Lake.....	July 29	2	2	8	155	163	...
Butler	Allison	August 12	2	2	21	157	178	...
Calhoun	Rockwell City.....	August 5	2	2	21	147	168	...
Carroll	Carroll.....	July 22	1	1	13	123	136	5
Cass	Atlantic.....	June 17	2	1	17	220	236	...
Cedar	Tipton	June 10	3	2	13	148	161	1
Cerro Gordo.....	Mason City.....	August 5	3	1	28	222	250	...
Cherokee	Cherokee	August 12	2	2	26	207	233	...
Chickasaw.....	New Hampton	July 15	2	2	10	102	112	7
Clarke	Osceola	August 12	2	1	18	142	160	...
Clay	Spencer	July 29	2	2	18	134	152	...
Clayton	Elkader	August 5	2	2	37	207	244	...
Clinton	Clinton	June 24	1	1	20	280	300	...
Crawford	Denison	August 6	2	2	11	207	218	...
Dallas	Adel	July 29	1	2	31	183	214	...
Davis	Bloomfield	August 19	2	2	61	97	158	3
Decatur	Leon	June 17	2	1	35	155	190	...
Delaware	Manchester	April 1	2	2	24	160	184	40
Des Moines	Burlington	June 17	2	2	22	154	176	...
Dickinson	Spirit Lake	August 12	2	2	11	104	115	...
Dubuque	Dubuque	August 12	2	1	4	270	280	...
Emmet	Estherville.....	August 5	2	2	4	88	92	...
Fayette	Fayette	July 8	2	2	31	180	211	...
Floyd	Charles City.....	August 12	1	1	5	123	128	...
Franklin	Hampton	July 15	2	2	21	134	155	...
Fremont	Hamburg	June 24	2	2	23	145	168	...
Greene	Jefferson.....	July 8	2	2	7	158	165	10
Grundy	Grundy Center	July 22	2	2	23	160	192	...
Guthrie	Guthrie Center	August 19	1	2	30	160	190	...
Hamilton	Webster City.....	June 17	2	2	24	173	197	...
Hancock	Garner	July 15	2	2	13	101	114	...
Hardin	Eldora	August 5	2	2	15	180	195	4
Harrison	Logan	July 22	2	2	11	130	141	...
Henry	Mt. Pleasant	July 29	2	2	19	173	192	5
Howard	Cresco	July 22	6	2	19	162	181	...
Humboldt	Humboldt.....	August 5	2	2	8	129	137	...
Ida	Ida Grove	July 15	2	1	15	110	125	...
Iowa	Marengo	July 22	2	2	21	171	192	...
Jackson	Maquoketa.....	June 24	1	2	11	167	178	...
Jasper	Newton	August 5	2	2	39	260	299	...

†And July 15. ‡And April 1.

REPORTS FOR 1901.

NORMAL INSTITUTES.

INSTITUTE FUND.

RECEIPTS.						EXPENDITURES.		
On hand at last report.	Examination fees.	Registration fees.	State appropriation.	County appropriation and sundries.	Total.	Instruction and lectures.	Incidentals.	Unexpended.
..... \$	356	\$ 212	\$ 50	\$ 58 00	\$ 676 00	\$ 611 82	\$ 62 53	\$ 1 65
89	316	155	50	48 00	569 89	430 00	69 00	70 89
262 28	309	182	50	.....	803 28	523 50	37 15	242 63
51 93	324	225	50	.....	650 93	525 00	37 45	88 48
23 80	266	125	50	297 25	762 05	657 00	87 95	17 10
46 56	378	260	50	.....	734 56	517 50	95 85	121 21
535 19	362	188	50	.....	1075 19	572 70	70 00	432 49
62 78	393	217	50	.....	722 78	654 00	.....	68 74
6 11	276	152	50	.....	484 11	460 00	20 00	4 11
194 74	293	239	50	.....	766 74	485 00	15 75	265 99
30 27	257	163	50	4 68	504 95	420 00	84 95	.....
159 37	279	178	50	.....	666 37	516 75	50 40	99 22
127 73	333	168	50	137 00	815 73	685 50	10 00	120 23
19	320	136	50	.....	506 19	424 00	57 00	25 19
4 00	378	246	50	62	678 62	509 00	131 37	38 25
196 28	268	161	50	.....	675 28	496 00	43 25	136 03
300 03	351	250	50	.....	951 03	870 00	77 46	3 57
635 85	315	233	50	.....	1233 85	616 50	13 53	603 82
93 43	283	112	50	12 50	550 93	465 00	36 25	49 68
28 60	241	160	50	.....	479 60	383 00	41 77	54 92
60 49	300	152	50	.....	562 49	445 00	45 00	72 49
865 46	410	244	50	.....	1570 46	540 00	97 45	893 01
1 71	460	500	50	.....	811 71	693 72	41 70	76 29
136 84	379	218	50	.....	783 84	580 00	44 50	159 34
71 09	373	214	50	10 00	718 09	587 59	75 00	55 50
61 54	193	158	50	55	461 09	415 00	34 25	13 34
209 50	274	140	50	.....	728 50	475 00	46 95	266 55
77 00	313	184	50	.....	621 00	505 00	40 35	78 65
125 87	229	176	50	.....	580 87	422 50	62 45	95 92
224 61	155	115	50	.....	544 63	314 00	.....	230 63
1 30	407	280	50	.....	738 30	710 00	27 50	80
43 26	160	92	50	.....	345 26	290 00	22 00	33 26
.....	406	211	50	.....	667 00	514 48	64 25	58 27
120 00	121	128	50	.....	422 00	240 00	41 75	140 25
266 62	330	155	50	.....	741 62	483 00	44 25	214 37
94 97	290	168	50	36 50	639 47	574 00	51 00	14 47
21 94	402	165	50	.....	638 94	463 00	56 94	119 00
144 91	244	192	50	.....	630 91	420 00	81 05	129 86
8 67	288	190	50	26 00	568 67	290 00	27 25	251 42
36 19	298	197	50	.....	581 19	485 19	.....	96 00
120 35	291	114	50	50	575 85	384 00	100 35	91 50
24 12	524	195	50	.....	793 12	440 00	126 20	226 92
399 94	199	141	50	.....	789 94	370 00	114 50	305 44
4 21	244	102	50	111 00	601 21	538 00	59 00	4 21
174 60	324	181	50	50 00	779 60	556 00	97 10	126 50
133 75	234	137	50	.....	554 75	465 00	31 10	118 65
.....	231	125	50	55 70	461 70	461 70	.....	.....
118 41	276	192	50	.....	636 41	580 00	51 92	4 49
165 59	265	178	50	.....	658 59	358 50	60 72	230 37
74 16	517	299	50	.....	940 16	805 00	129 80	5 36

ABSTRACT [E]—

TEACHERS'

COUNTIES.	WHERE HELD.	SESSIONS.			TEACHERS IN ATTENDANCE.			
		Commencing.	Cont'g weeks.	Number daily.	Males	Females	Total.	Graduates.
Jefferson.....	Fairfield.....	July 20	2	1	28	148	176	2
Johnson.....	Iowa City.....	July 8	3	2	18	182	200	...
Jones.....	Anamosa.....	June 17	2	2	9	174	183	...
Kossuth.....	Algona.....	July 8	2	2	19	219	238	...
Keokuk.....	Sigourney.....	August 5	2	2	48	185	233	...
Lee.....	Ft Madison.....	August 12	2	2	13	107	120	...
Linn.....	Cedar Rapids and Marion.....	July 20	3	2	36	415	451	...
Louisia.....	Wapello.....	July 8	3	2	20	100	120	...
Lucas.....	Chariton.....	August 5	2	1	10	137	147	1
Lyon.....	Rock Rapids.....	July 22	4	2	16	118	134	...
Madison.....	Winterset.....	June 18	2	2	31	175	206	4
Mahaska.....	Oskaloosa.....	July 20	2	2	37	236	273	...
Marion.....	Knoxville.....	August 19	2	2	31	186	217	9
Marshall.....	Marshalltown.....	August 19	2	2	28	165	193	...
Mills.....	Glenwood.....	June 24	2	2	12	138	150	...
Mitchell.....	Osage.....	July 15	4	2	13	147	160	...
Monona.....	Onawa.....	July 20	2	2	7	169	176	...
Monroe.....	Albia.....	July 20	2	1	19	129	148	...
Montgomery.....	Red Oak.....	August 26	1	1	10	123	133	...
Muscataine.....	Muscataine.....	June 17	2	2	5	195	200	...
O'Brien.....	Primghar.....	August 12	2	2	11	149	160	...
Osceola.....	Sibley.....	March 18	2	2	15	111	126	...
Page.....	Clarinda.....	July 20	2	2	50	148	198	...
Palo Alto.....	Emmetsburg.....	August 5	2	1	9	163	172	...
Plymouth.....	Le Mars.....	June 17	2	2	8	194	202	...
Pocahontas.....	Rolfe.....	August 5	2	2	15	120	135	...
Polk.....	Des Moines.....	July 20	2	2	41	573	614	...
Pottawattamie.....	Council Bluffs.....	June 7	2	1	23	282	305	...
Poweshiek.....	Montezuma.....	June 24	2	2	27	158	185	...
Ringgold.....	Mt. Ayr.....	July 20	2	1	19	151	170	...
Sac.....	Sac City.....	July 20	2	2	13	155	168	...
Scott.....	Davenport.....	March 12	3	2	43	297	340	...
Shelby.....	Harlan.....	June 10	2	2	30	135	165	...
Sioux.....	Hull.....	July 20	2	2	27	191	218	...
Story.....	Nevada.....	July 8	3	2	28	163	191	4
Tama.....	Toledo.....	March 25	2	2	43	214	257	...
Taylor.....	Bedford.....	July 8	2	2	9	148	157	11
Union.....	Creston.....	June 10	1	2	20	204	224	...
Van Buren.....	Keosauqua.....	August 5	2	2	28	133	161	...
Wapello.....	Ottumwa.....	July 20	3	2	32	252	284	...
Warren.....	Indianola.....	July 23	2	1	32	174	206	...
Washington.....	Washington.....	June 17	2	2	16	201	217	...
Wayne.....	Corydon.....	August 5	2	1	29	130	159	4
Webster.....	Ft Dodge.....	July 22	2	2	16	246	262	...
Winnebago.....	Lake Mills.....	August 19	1	2	6	70	76	...
Winneshek.....	Decorah.....	April 1	2	2	32	172	204	...
Woodbury.....	Correctionville and Sioux City.....	March 18	3	2	16	220	236	...
Worth.....	Northwood.....	July 31	2	2	15	89	104	...
Wright.....	Clarion.....	August 12	1	2	22	184	206	...
Totals.....	.....	.....	*2.1	...	2115	1916	1721	145

† and July 29.

† and July 8.

* Average time.

REPORTS FOR 1901—CONTINUED.

NORMAL INSTITUTES.

INSTITUTE FUND.								
RECEIPTS.						EXPENDITURES.		
On hand at last report.	Examination fees.	Registration fees.	State appropriation.	County appropriation and sundries.	Total.	Instruction and lectures.	Incidentals.	Unexpended.
\$ 203 66	270	\$ 176	\$ 50		\$ 789 66	\$ 492 00	\$ 36 00	\$ 261 66
.....	443	200	50	\$ 90 63	783 63	773 18	10 45	.....
157 16	327	183	50	2 00	719 16	580 00	78 05	61 11
29 23	513	238	50	.....	820 23	620 00	63 50	146 73
.....	502	233	50	.....	785 00	703 00	82 00	.....
155 83	260	120	50	.....	585 83	383 00	52 71	150 12
1,044 58	599	451	50	.....	2144 58	1114 50	43 68	986 40
34 00	230	120	50	.....	434 00	360 00	26 00	30 00
174 44	302	147	50	.....	673 44	443 00	132 50	97 94
113 38	238	134	50	.....	535 38	515 00	17 00	3 38
35 47	363	206	50	27 00	681 47	368 00	159 65	153 82
.....	471	273	50	30 97	824 97	585 95	239 02	.....
147 71	297	217	50	.....	711 71	538 50	104 80	68 41
575 47	430	193	50	.....	1248 47	468 00	60 50	719 97
25 21	263	150	50	.....	488 21	375 00	72 25	40 96
17 65	221	160	50	48 43	497 08	480 60	16 48	.....
342 46	278	176	50	.....	846 46	433 00	98 53	314 93
92 54	231	148	50	.....	521 54	346 00	38 90	136 64
71 74	304	133	50	.....	558 74	349 35	37 50	171 89
.....	366	200	50	53 67	669 67	470 79	192 88	.....
27 15	301	160	50	11 50	549 65	479 60	36 00	34 05
79 32	202	126	50	.....	457 32	302 00	55 05	100 27
220 28	349	198	50	.....	817 28	662 94	96 00	57 44
180 48	293	172	50	.....	695 48	450 00	93 48	152 00
24 30	357	222	50	.....	633 30	539 50	37 50	56 30
50 32	324	135	50	.....	559 32	445 00	47 55	66 77
.....	811	614	50	25 95	1500 95	1308 50	102 45	.....
386 00	553	305	50	.....	1294 00	868 50	280 50	146 00
56 00	340	185	50	100 00	731 00	521 08	39 30	170 62
19 59	288	170	50	.....	527 59	449 25	76 45	1 89
113 98	368	168	50	.....	690 98	558 00	35 40	106 58
398 21	314	340	50	.....	1102 21	677 25	122 60	302 36
211 00	358	164	50	.....	784 00	658 00	25 00	101 00
178 66	520	218	50	.....	975 66	731 50	91 65	152 51
502 56	518	191	50	44 00	1305 56	999 00	171 38	435 18
175 00	391	277	50	.....	893 00	640 00	131 60	121 40
64 95	351	157	50	.....	642 95	422 00	25 75	195 20
450 48	311	224	50	.....	1035 48	495 00	58 35	482 13
125 97	264	161	50	.....	600 97	377 50	45 00	178 47
295 97	382	284	50	.....	1011 97	805 50	66 25	141 22
64 11	341	206	50	28 53	689 64	460 15	120 17	109 32
400 42	410	217	50	.....	1077 42	540 00	61 36	476 06
55 30	300	159	50	.....	864 30	455 00	45 00	64 30
70 38	459	262	50	.....	847 38	633 00	103 40	110 98
7 00	214	76	50	.....	347 00	305 00	.....	42 00
257 67	338	204	50	.....	849 67	599 00	102 30	148 37
49 28	609	236	50	43 30	987 58	776 00	34 73	176 85
119 46	127	104	50	.....	400 46	310 00	62 61	27 85
66	387	206	50	.....	943 66	628 00	12 16	3 50
\$ 4409 36	\$ 33070	\$ 19231	\$ 49 50	\$ 1354 28	\$ 73014 64	\$ 52438 50	\$ 6565 28	\$ 14010 77

ABSTRACT E—CONTINUED.
TEACHERS' NORMAL INSTITUTE.

COUNTIES.	CONDUCTORS.	INSTRUCTORS.
Adair	F. E. Palmer	C. T. Wright, P. P. Sullivan, D. R. Earl, J. W. Segrist, G. O. Van Meter, Laura M. Loehle.
Adams	D. M. Kelley	E. E. White, S. Y. Gillan, Grace Beyner.
Allamakee	L. Eells	A. E. Bennett, H. L. Eells, S. S. Stockwell, Miss E. F. Parker, W. L. Peck, H. A. Dwelle.
Appanoose	F. E. King	H. C. Hollingsworth, P. B. Woods, C. J. Brower, Margaret Baker, W. L. Cochran, A. Farnsworth, Lillian Newton.
Audubon	E. D. Y. Culbertson	B. F. Powell, L. P. Sornson, W. H. Lancelot, F. P. Hocker, Carrie Forgrave, Mrs. J. J. Carmichael.
Benton	A. K. Rife	F. H. Bloodgood, J. E. Stout, J. P. Huggett, John Sogard, Maude E. Luckey.
Black Hawk	A. T. Hukill	D. M. Kelley, H. B. Lizer, E. L. Coburn, A. F. Harvy, Lydia Hinman, Katherine Shimmin, Laura Phillips.
Boone	R. V. Veneman	L. N. Gerber, Clara E. Thompson, R. G. Miller, A. M. Jayne, E. L. Coburn, I. C. Welty, Effie Schaneman.
Bremer	F. P. Hagemann	A. W. Merrill, A. T. Hukill, W. A. Willis, Alice R. Davies.
Buchanan	E. C. Lillie	H. R. Pattengill, W. A. Mowry, T. J. Durant, Emelie Seltzer, Clara Travis, Alice Davies.
Buena Vista	J. E. Durkee	J. H. O'Donaghue, E. A. Ford, P. L. Derland, E. G. Clark, Sarah Shepherd, G. A. Parker, J. E. Delmarter.
Butler	H. B. Akin	A. W. Merrill, Florabel Patterson, F. E. Howard, W. F. Barr, Edith McAlpin, P. F. Voelker.
Calhoun	W. R. Sandy	D. K. Bond, W. H. Brower, G. W. Randlett, S. S. Stockwell, P. C. Holdoegel, Nellie R. Swingle, Mrs. M. W. Frick.
Carroll	J. M. Ralph	J. H. Beveridge, C. C. Magee, Daisy E. Wood, A. C. Fuller, E. B. Rogers, C. E. Blodgett, Mrs. M. Scott, H. S. Stein.
Cass	I. B. Johnson	C. M. Cole, W. J. Cattell, Alice C. Wilson, W. R. Andrews, C. H. Laartz, W. E. Salisbury.
Cedar	Aurora Goodale	Wm. Wilcox, R. B. Crone, C. H. Atkinson, F. W. Hicks, Lucy C. Maley, Josie Gage.
Cerro Gordo	P. O. Cole	C. P. Colgrove, G. S. Dick, A. R. Sale, H. A. Dwelle, C. A. Fullerton, Mrs. A. L. Shattuck.
Cherokee	A. V. Storm	H. E. Kratz, W. O. Riddell, A. B. Warner, Philip Soulon, Ruth Adsit.
Chickasaw	J. A. Bishop	H. F. Kling, T. J. Wormley, C. J. Trumbauer, Ida Fitzsimmons, A. T. Rutledge.
Clarke	Bertha L. Howard	O. H. Marsh, J. B. Shoreit, Alice Dilley, Susie Stovers, Minnie Reeves.
Clay	H. E. Kratz	H. E. Crosby, C. M. Cole, Zada A. White, Ruth Adsit, Emily Johnson.
Clayton	C. J. Adam	S. H. Sheakley, G. E. Finch, E. O. Fiske, A. Braun, C. W. Bean, Mauee Claiborne.
Clinton	G. U. Gordon	O. T. Corson, James R. Angell, Edwin E. Sparks, Delia Reilley, Alice Rogers, Julia Gordon, Julia Warden.
Crawford	W. C. Van Ness	N. Spencer, A. F. Styles, F. L. Hoffman, H. H. Savage, Mrs. Ida B. Bagge.
Dallas	A. C. Hutchins	L. A. Blezek, D. R. Repass, R. F. Wood, W. H. Monroe, S. A. Potts.
Davis	J. B. Knoepfler	Hattie M. Mitchell, Viola Sawyer, E. R. Collins, C. W. Ramseyer, C. E. Akers, W. S. Arthur.
Decatur	J. A. McIntosh	R. A. Harkness, S. W. Stookey, J. H. Drake, J. Latta, Tillman Smith, Geo. N. Briggs, J. E. Cummins.
Delaware	Geo. H. Betts	W. A. Mowry, W. B. Guthrie, S. E. Clapp, Katharine Shimmin, Amy Boggs, B. J. Stull, Alma Le Roy.
Des Moines	Howard A. Mathews	F. M. Fultz, H. B. Hayden, John H. A. Murphy, G. L. Gillis, H. C. Eldridge, J. B. Burt.
Dickinson	H. A. Welty	R. V. Venneman, M. K. Hassel, I. C. Welty, W. T. Arthur, A. B. Alderman.
Dubuque	A. P. Kress	Jessie M. Dillon, B. J. Horchem, James M. Walsh, L. L. Lightcap, W. V. Jones, F. T. Oldt, Margaret Lucas, Jane E. Welsh, T. M. Irish, W. P. Guthrie.

ABSTRACT E—CONTINUED.

COUNTIES.	CONDUCTORS.	INSTRUCTORS.
Emmet.....	H. H. Davidson....	G. W. Walters, A. P. Hargrave, Edwin Dukes, E. H. White, Amy White.
Fayette.....	H. L. Adams.....	F. H. Bloodgood, G. E. Finch, Henry Sabin, A. N. Palmer, J. E. Stout, Sarah E. Sprague.
Floyd.....	J. I. Martin.....	Jay Freeburg, F. E. Fisher, Mary D. Korinke.
Franklin.....	Harry J. Henderson.	D. A. Thornburg, L. L. Lightcap, Hortense Reynolds, A. T. Hukill, Grace M. Sullivan.
Fremont.....	Lee Notson.....	J. C. King, T. J. Little, M. E. Shuck, L. H. Maus, Mary Engelke, Grace Hoyt.
Greene.....	E. D. Y. Culbertson.	A. J. Oblinger, D. K. Bond, Linnie Harris, E. L. Coburn.
Grundy.....	J. E. Stout.....	Geo. H. Betts, L. Hezzlewood, E. O. Taft, Jane Kreigh.
Guthrie.....	I. M. Boggs.....	G. W. Bryan, Geo. Galloway, H. R. Miller, M. P. Kenworthy, Kate McGuire, M. J. Cowman, J. W. Segrist.
Hamilton.....	L. N. Gerber.....	J. J. Dofflemeyer, R. V. Veneman, H. L. Hampton, Mrs. Shattuck, E. L. Coburn, O. V. Krog.
Hancock.....	J. F. Hirsch and C. W. Thompson.....	M. F. Moine, Bertha Bush, J. O. Briggs, J. D. Stout.
Hardin.....	C. F. Woodward.....	C. E. Tool, Margaret L. Weber, W. O. Reed, J. R. Howard, A. J. Cavana, J. D. Stout.
Harrison.....	Will T. Arthur.....	D. M. Kelley, H. A. Welty, Bertha Cadwell, J. M. Ireland, Grace Cadwell.
Henry.....	Annie E. Packer.....	Lillian Bridgeford, F. W. Else, Frances Clark, O. W. Weyer, E. C. Hickey, Ethel Hickey, L. Antrim, T. E. Savage, Nellie Wallbank.
Howard.....	F. H. Bloodgood and L. T. Weld..	Henry Sabin, Mrs. J. L. Buechele, Ruth O. Ellison, Elsie E. Perry, D. L. Grannis, Eva Marshall, E. A. Wildman.
Humboldt.....	Clarence Messer.....	Mary D. Korinke, L. Hezzlewood, R. E. Towle, W. H. Blakely, D. F. Coyle.
Ida.....	J. C. Hagler.....	A. V. Storm, Eva L. Gregg, J. W. Elwood, E. T. Sheppard, Emily Johnson.
Iowa.....	T. M. Clevenger.....	C. P. Colgrove, Hattie M. Mitchell, Frances M. Clarke, C. H. Carson, Bruce Francis.
Jackson.....	Henry Sabin.....	Aaron Palmer, Agnes McMollen, Mary V. Wynkoop.
Jasper.....	Libbie Dean.....	W. N. Chifford, Wm. Wilcox, E. J. H. Beard, E. H. Gifford, S. G. Richards, Hattie Moore Mitchell, Belle Rodgers.
Jefferson.....	J. E. Williamson.....	G. W. Walters, Jennie E. Curtis, W. D. Wells, Cora A. Ball.
Johnson.....	Sam D. Whiting.....	F. C. Ensign, Mrs. B. F. Shambaugh, W. A. Willis, E. S. Handley, Agnes Oito, Alice C. Wilson, A. G. Smith.
Jones.....	Geo. H. Betts.....	J. E. Stout, W. B. Guthrie, J. P. Huggett, Margaret Foley, Kate Shimmin.
Keokuk.....	W. H. Gemmill.....	W. H. Bender, Geo. H. Mullin, S. A. Potts, John E. Foster, J. E. Whitmer, Elma P. Needham, W. C. Farmer, Cap. E. Miller.
Kossuth.....	F. H. Slagle.....	Bertha Cadwell, E. N. Coleman, N. Spencer, E. G. Bailey, F. Van Erdewyck, Mattie Holt.
Lee.....	O. W. Weyer.....	P. C. Hayden, C. W. Cruikshank, Bertha S. Morrill, W. L. Barrett.
Linn.....	I. E. Gould.....	A. E. Winship, Thos. Nicholson, Wm. Wilcox, G. E. Finch, W. W. Gist, J. P. Huggett, Mrs. A. L. Shattuck, Monona Boylan, I. E. Gould.
Louisa.....	C. M. Donaldson.....	A. M. M. Dornon, J. W. Cradler, L. E. Simpson, A. L. Holiday, Samp. Cooper.
Lucas.....	C. F. Goltry.....	W. F. Chevalier, H. B. Hayden, H. A. Glackmeyer, Chas. Murray, Carrie V. Lynn, Della Courtleyou.
Lyon.....	A. W. Grisell.....	W. S. Wilson, J. F. Hirsch, J. L. Mishler, B. T. Youel, Charlotte Sweeney, Edith L. Metcalf.
Madison.....	H. D. Smith.....	O. E. Smith, Adam Pickett, W. H. Monroe, Eva Gilpin, Bertha Wainright.
Mahaska.....	J. P. Dodds.....	C. D. McClain, Anna P. Tucker, Lelia E. Patridge, W. F. Cramer, W. O. Riddell, Wm. Solomon.

ABSTRACT [E]—CONTINUED.

COUNTIES.	CONDUCTORS.	INSTRUCTORS.
Marion	W. F. Crew....	W. H. Beuger, W. W. Cook, W. H. Lyon, T. S. Thompson, Harlan Updegraff.
Marshall	J. Morrissey	D. A. Thornburg, Mary Cook, L. M. Kelley, Grace Sullivan, Nona Shortbill.
Mills	O. H. Marsh ..	C. C. Rounds, J. B. Shorett, Stella G. Marsh, Alice M. Smith, W. B. Woods.
Mitchell	Jay A. Lapham ..	H. L. Stetson, Hattie Woodard, Florence Hale, Geo. Sawyer, J. H. Kurtz, H. F. Kling, Stella Odekirk, Jennie Hallingby.
Monona	F. E. Lark	A. B. Warner, H. V. Failor, A. F. Styles, B. G. Davies, Lizzie Haas, Philip N. Lewis.
Monroe	H. C. Hollingsworth	A. F. Evers, J. F. Treasure, Maisy Schreiner, Kathryn Hickenkoper.
Montgomery ...	Emma C. Moulton.	S. Y. Gillan, W. W. White, Margaret Walker, Margaret McLoney.
Muscatine	S. Plumly	F. M. Witter, L. G. Focht, J. R. Bowman, Mrs. E. Davis.
O'Brien	R. B. Daniel	D. G. Karr, W. D. Wells, M. P. Fobes, H. A. Mitchell, Bertha M. Mosier.
Osceola	S. T. Redmond	Hattie Moore Mitchell, A. V. Storm, W. A. Langley.
Page	H. E. Deater	Adelaide Laird, Rilla Waugh, G. H. Colbert, C. E. Arnold, Mabel Gates, Mamie Pace, O. E. Smith, H. E. Wheeler.
Palo Alto	Anna Donovan	H. E. Blackmar, H. E. Wheeler, T. E. Tellier, W. G. Young, Bessie Larsen.
Plymouth	I. C. Hise	E. N. Coleman, N. Spencer, J. S. Shoup, A. H. Bigelow, Bertha Cadwell, Anna Wernil.
Pocahontas	U. S. Vance	A. E. Bennett, A. G. Rutlege, Alice C. Wilson, J. H. Kelley, E. L. Groat, F. L. Cassidy.
Polk	Hill M Bell	H. Adelia Phillips, J. F. Neff, Katherine Shimmis, W. S. Athearn, W. F. Barr, W. L. Barrett, J. F. Mitchell.
Pottawattamie ..	O. J. McManus	E. E. White, Sarah E. Sprague, E. L. Philbrook, W. N. Clifford, D. M. Kelley, C. R. Auerer.
Poweshiek ...	Viola H. Schell....	Oliver McHenry, Eugene Henley, Lauretta V. Sweney, D. A. Thornburg.
Ringgold	J. C. Bennett	Adam Pickett, C. E. Shelton, Etta Elghme, E. J. Pollock, Etta Rider, C. T. Lesan, Alice Wilson.
Sac	C. H. Jump	T. B. Hutton, H. H. Hahn, G. W. Lee, A. E. Clarendon, H. C. Coe, Elizabeth Platt.
Scott	A. A. Miller	Wm. Wilcox, W. D. Wells, Margarette Barrette, J. A. Wallace.
Shelby	J. B. Shorett ..	E. S. White, O. H. Marsh, J. L. Conger, G. B. Rigg, C. R. Garrett, Georgia M. Loveless, J. J. Louis.
Sioux	A. V. Storm ..	Phil. Soulen, A. R. Chase, W. E. Chase, W. H. Clark, J. E. Vertz, Belle McConnell.
Story	Fred E. Hansen....	L. B. Carlisle, H. G. Lamson, I. B. Allard, Mabel Gates, Alice Cialborne, Ida Dauskin, A. R. Gardiner, J. L. Zwickey.
Tama	C. A. DeLong	J. B. Young, H. O. Pratt, C. E. Fleming, J. A. Ward, C. F. Kuehne, Nellie Hughes, E. C. Meredith, Jennie Leland, F. J. Secker.
Taylor	H. S. Ash	W. J. Guthrie, A. E. Parsons, W. B. Reed, Hattie Moore-Mitchell, Lillian McCracken.
Union	Chas. M. Peters...	E. E. White, Hattie Moore-Mitchell, Lura Phillips, Mari Ruef Hofer.
Van Buren	John H. Landes	David Williams, Arthur T. S. Owen, D. T. Sollenbarger, J. E. Moore.
Wapello ...	Beniah Dimmitt....	Wm. Radebaugh, R. S. Nichols, G. W. Samson, G. W. Newton, Harriet Garton, Lillian Bridgeford, R. Anna Morris Clarke.
Warren	S. M. Holladay	Chas. E. Shelton, F. E. Buck, Martha Stahl, J. W. Radebaugh, E. L. Miller, Carrie Van Gilder.
Washington ...	Mary M. Hughes..	W. O. Riddell, Lella E. Patridge, W. H. Bender, Frances E. Clark, W. H. Pratt.
Wayne	Inez F. Kelso	Chas. Carter, G. A. Axline, J. F. Holaday, W. B. Thornburg, Edith E. Brant.
Webster	A. L. Brown	E. N. Coleman, C. F. Findley, E. L. Coburn, J. F. O'Malley, H. H. Roberts, J. F. Monk, L. C. Bryan.

ABSTRACT [E]—CONTINUED.

COUNTIES.	CONDUCTORS.	INSTRUCTORS.
Winnebago.....	K. N. Knudsen	H. O. Bateman, F. C. Butler, Anna Donovan, G. W. Samson, O. O. Vogenitz.
Winneshiek	E. J. Hook.	E. L. Coffeen, G. E. Finch, H. H. Dalaker, L. E. A. Ling, Mrs. C. E. Foley, Cora Bates, Ella Treat, Alice Whitnell.
Woodbury	J. D. Keller	T. B. Morris, A. W. Tschantz, E. A. Brown, J. S. Shoup, W. M. Stevens, J. G. Hobson, Edith S. Metcalf.
Worth	S. B. Toye	D. A. Thornburg, M. Alice Fullerton, George Sawyer, Helen Thompson.
Wright	Angus Macdonald..	G. T. Eldridge, L. Hezzlewood, S. T. May, A. N. Palmer, J. G. Grundy, Mamie Finch, A. B. Tait, Belle Eldridge, Mrs. Blanche Grundy, Mrs. Stella McDonald,

STATISTICS OF CITY SYSTEMS.

COMPARATIVE SHOWING FOR 1900-1901.

Cities having 3,000 or more by the census of 1900.

CITIES.	Population, census 1900.	Enumeration, 1901.	Enrollment, 1900-1901.	Attendance, 1900-1901.	Attendance upon enumeration.	Attendance upon enrollment.	Paid all teachers in 1900-1901.	Tuition per month.	Assistant teachers.	Salary per month.	Months taught.	PRESENT CITY SUPERINTENDENT, YEARS 1900-1901.	Salary.
Atlantic.....	5046	1946	1166	816	43	72	\$1475 00	\$1 88	37	\$55 00	9.0	Carlos M. Cole.....	\$1500
Belle Plaine.....	3281	975	870	677	62	28	845 00	1 40	20	40 00	9.0	F. B. Lawrence.....	1200
Boone.....	8886	2577	232	1481	57	64	23 83 50	1 52	53	50 00	9.0	G. I. Miller.....	1800
Burlington.....	23201	7922	1675	1683	46	79	61230 80	1 70	110	50 00	9.8	Maurice Ricker.....	1400
Cedar Falls.....	5119	1534	1176	863	52	73	11961 09	1 08	37	43 04	9.0	D. M. Kelley.....	1500
Cedar Rapids.....	21656	9008	5472	1281	48	78	76226 21	1 87	140	53 07	9.0	J. T. Merrill.....	2400
Centerville.....	5250	2215	1408	1121	51	70	11810 01	1 32	31	45 00	9.0	P. E. King.....	1400
Chariton.....	3086	1279	1018	763	60	75	9299 58	1 16	23	19 15	9.0	C. K. Goltry.....	1200
Charles City.....	4227	1341	1008	766	57	70	12114 91	1 70	28	58 75	9.0	G. S. Disk.....	1500
Cherokee.....	3805	1171	1032	758	64	73	11810 86	1 43	21	50 00	9.0	A. V. Storm.....	1200
Clarinda.....	3276	1020	868	653	64	73	10080 00	1 72	21	45 17	9.0	H. E. Wheeler.....	1200
Clinton.....	22698	5891	3921	2745	46	75	11779 25	1 70	99	50 00	9.5	O. P. Boardwick.....	1900
Council Bluffs.....	25802	62 0	5152	2947	61	70	76900 00	1 85	121	58 50	9.5	W. N. Clifford.....	2000
Creston.....	7752	2561	1927	1442	56	74	19486 61	1 51	42	44 42	9.0	O. E. French.....	1400
Davenport.....	35254	11538	6495	5154	45	70	97182 50	1 86	178	50 64	10.0	J. E. Young.....	3200
Decorah.....	3240	866	612	480	55	76	8618 75	1 84	18	39 33	9.5	E. L. Coffeen.....	1200
Des Moines.....	62139	12166	7368	5486	45	74	12610 19	2 28	155	67 18	9.0	S. H. Sheakley.....	3000
Dubuque.....	16297	6970	4221	3071	51	71	46194 42	1 68	100	51 04	9.6	Amos Blatt.....	1600
Eagle Grove.....	3857	1272	1080	789	30	77	66822 50	1 77	14	40 00	10.0	F. T. Oldt.....	1400
Estherville.....	3217	1176	835	776	56	92	9172 50	1 31	21	43 06	9.0	L. G. Grundy.....	1175
Fairbairn.....	4696	1200	919	714	60	77	9521 41	1 36	18	41 50	9.0	Edwin Williams.....	1100
Fort Dodge.....	12162	3286	1915	1500	61	77	1687 07	1 37	22	45 90	9.0	J. E. Williamson.....	1400
Fort Madison.....	9278	2616	1313	1060	54	77	20362 88	1 50	45	47 39	9.0	E. N. Coleman.....	1500
Greenwood.....	3647	1172	1075	814	37	79	1222 72	1 07	17	50 00	9.0	C. W. Cullbank.....	1200
Grinnell.....	2800	1182	945	795	67	84	12347 45	1 72	25	51 45	9.0	Jessie G. Nutting.....	1400
Independence.....	1616	1112	835	596	61	83	12714 86	1 02	23	41 10	9.0	D. A. Thornburg.....	1400
Indianola.....	1281	1060	1025	766	65	75	2884 00	1 25	18	41 88	9.0	L. Roehelbe.....	1200
Iowa City.....	7685	2671	1627	1145	68	82	2167 49	1 41	44	37 00	9.5	F. E. Buck.....	1200
Keokuk.....	14611	4130	2511	2057	41	81	34999 79	1 66	64	55 00	9.0	S. K. Stephenson.....	1500
Knoxville.....	3131	1010	1064	819	80	81	7102 50	1 11	17	42 00	9.0	O. W. Weyer.....	1200
Le Mars.....	4146	1408	1041	750	50	71	118 8 74	1 71	21	53 00	9.0	F. S. Thompson.....	1600
Lyons.....	1000	1077	1240	847	11	68	11824 25	1 47	35	43 00	9.5	A. H. Bigelow.....	1300
Maquoketa.....	3772	1172	1075	819	68	74	9235 88	1 27	24	45 00	9.0	R. K. Bowman.....	1200
Marion.....	4102	1280	946	785	50	76	11469 04	1 28	22	40 00	9.0	C. H. Maxon.....	1200
Marshalltown.....	11544	3405	2742	2151	70	86	33392 25	1 89	62	54 00	9.0	J. L. Doffmeyer.....	1500
Mason City.....	6246	2266	1575	1202	49	69	17079 90	1 74	41	47 00	9.0	F. E. Willard.....	1200
Missouri Valley.....	4010	1267	1030	786	62	74	10112 49	1 51	22	46 50	9.0	A. K. Sale.....	1500
Mt Pleasant.....	4160	1147	850	670	58	78	9625 94	1 26	25	38 34	9.0	A. B. Warner.....	1500
Muscatine.....	10775	4360	2660	2184	51	81	20221 00	1 49	60	67 00	10.0	P. W. Else.....	1100
Newton.....	1682	1080	868	791	65	70	8894 60	1 20	21	44 00	9.0	P. M. Witter.....	1500
Osceola.....	5142	1253	1009	661	53	65	7654 08	1 28	10	45 50	9.0	E. J. H. Beard.....	1500
Oskaloosa.....	9212	2981	2187	1700	57	77	23479 78	1 73	51	52 00	9.0	B. Moffit.....	1100
Ottumwa.....	18107	5707	4405	3467	58	77	52276 50	1 61	105	47 20	9.5	J. Finley.....	1700
Perry.....	5086	1215	1077	824	21	81	11841 19	1 37	24	45 21	9.0	W. A. Stuart.....	1200
Red Oak.....	4155	1474	1215	1004	61	79	15081 74	1 72	32	45 50	9.0	L. A. Blezek.....	1500
Shenandoah.....	3573	1150	917	675	58	72	9665 47	1 80	20	47 88	9.0	W. F. Chevalier.....	1400
Sioux City.....	33111	12812	8078	5436	42	60	95418 80	1 42	160	56 37	9.0	O. R. Smith.....	2750
Spencer.....	3695	985	927	599	62	64	8623 10	1 60	18	44 53	9.0	H. E. Kratt.....	1100
Vinton.....	3499	937	771	562	60	73	8525 00	1 67	15	45 00	9.0	H. E. Crosby.....	1200
Washington.....	4255	1268	1024	750	62	81	9959 10	1 47	22	44 00	9.0	John Sogard.....	1400
Waterloo.....	12580	2851	1575	1202	46	76	18454 28	1 70	41	81 00	9.0	W. A. Pratt.....	1500
Waverly.....	3127	1292	1050	787	62	74	12441 25	1 75	26	49 66	9.0	F. H. Bloodgood.....	1500
Webster City.....	4613	1016	737	573	56	77	8632 05	1 57	18	48 00	9.0	A. T. Hukil.....	1500
Winterset.....	3030	1354	1152	799	51	69	11407 40	1 58	25	40 00	9.0	W. H. Merrill.....	1600
		9501	815	641	66	78	7097 50	1 20	16	45 00	9.0	L. H. Ford.....	1600
												T. H. Stone.....	1000

*Included in Clinton.

COMPARATIVE SHOWING FOR 1900-1901.

Cities and towns in Iowa having more than 1,500 and less than 3,000 population by the census of 1900.

CITIES.	Population, census 1900.	Enumeration, 1901.	Enrollment, 1900-1901.	Attendance, 1900-1901.	Attendance upon enumeration.	Attendance upon enrollment.	Paid all teachers in 1900-1901.	Tuition per month.	Assistant teachers.	Salary per month.	Months taught.	PRESENT CITY SUPERINTENDENT 1900-1901.	Salary.
Albia	2,983	803	680	600	67	88	6,015	17	11	35	10	H. C. Hollingsworth	\$1,300
Algona	2,011	1,021	826	692	67	83	9,657	89	1	4	20	N. Spencer	1,300
Ames	2,423	730	617	475	64	75	6,721	50	1	58	15	E. D. Y. Culbertson	1,200
Anamosa	3,831	888	625	497	56	79	6,867	21	1	17	13	A. Palmer	1,200
Audubon	1,865	574	540	412	72	76	5,330	00	1	40	10	F. P. Hocker	1,000
Avoca	1,627	561	419	343	61	70	5,610	50	1	82	12	C. R. Aurner	1,080
Bedford	1,077	616	565	482	74	85	7,401	23	1	72	14	E. H. Griffin	1,100
Bellevue	1,607	574	279	203	35	72	35,995	75	1	49	43	M. Jones	900
Bloomfield	2,105	681	534	385	50	71	12,300	00	1	36	11	Ed. R. Collins	800
Britt	15,101	4,82	482	352	73	73	4,790	00	1	11	10	A. M. Deyoe	1,000
Carroll	2,882	1,011	615	522	57	84	7,945	00	1	28	15	C. C. Magee	1,350
Clear Lake	1,706	654	508	370	58	61	4,465	03	1	18	10	O. H. Campbell	1,000
Colfax	2,653	650	550	408	61	73	4,520	12	1	49	12	L. M. Misher	1,000
Corning	2,145	790	653	571	71	87	7,255	00	1	74	16	O. M. Elliott	1,080
Cresco	2,806	816	638	432	53	71	6,098	77	1	79	15	L. E. A. Ling	1,300
Denison	2,771	1,137	850	650	57	76	9,124	03	1	5	19	H. H. Savage	1,100
Eldora	1,850	658	534	370	04	71	4,941	50	1	18	9	F. B. Taylor	810
Eldora	2,231	601	447	318	56	75	6,179	75	2	04	15	Milo Hunt	1,000
Emmetsburg	2,361	745	547	383	51	70	6,375	00	1	84	14	H. E. Blackmar	1,200
Forest City	1,758	551	509	423	76	75	6,093	30	1	6	14	H. O. Bateman	1,150
Guttenburg	1,622	587	271	207	35	75	5,590	78	1	64	6	A. Schiefelbein	800
Hamburg	2,579	693	608	444	63	74	5,872	77	1	31	12	C. C. King	1,100
Hampton	2,747	701	623	499	71	80	8,315	00	1	85	16	Geo. A. Bateman	1,400
Harlan	2,422	895	700	610	68	77	8,740	25	1	58	18	E. S. White	1,200
Hawarden	1,810	651	602	371	57	66	6,095	00	1	80	14	C. H. Brake	900
Iowa Grove	1,567	757	682	525	70	77	7,971	25	2	04	17	E. T. Shepard	1,000
Lake Park	2,840	872	708	610	72	79	9,014	36	1	60	16	L. Hezlewood	1,250
Jefferson	2,631	771	711	545	70	76	6,465	03	1	33	15	L. B. Carlisle	1,200
Lake City	2,703	757	667	602	70	90	7,403	08	1	30	15	W. H. Brown	1,200
Lamoni	1,540	487	438	331	68	75	4,073	75	1	44	10	W. W. Griffith	900
Leon	1,905	583	495	333	57	67	5,004	99	1	50	13	J. H. Drake	1,000
Manchester	2,887	828	644	463	55	71	7,704	00	1	85	18	K. W. Wood	1,200
Marengo	2,007	583	534	418	70	83	8,002	50	1	67	16	C. H. Carson	1,400
Monticello	2,104	668	587	427	63	72	5,615	00	1	47	13	C. R. Scroggie	1,200
Mt. Airy	1,723	555	534	356	64	66	5,280	00	1	05	12	Adam Pickett	800
Mt. Vernon	1,629	450	240	232	50	80	26,83	71	1	42	6	P. W. Peterson	900
Mystic	1,758	611	562	348	57	62	2,87	50	1	00	9	W. H. Kalkofen	600
Nevada	2,472	727	625	615	84	98	7,036	75	1	77	10	H. G. Lamson	1,200
New Hampton	2,339	798	671	463	58	70	6,640	02	1	57	18	A. T. Rutledge	1,100
Onawa	1,933	800	537	450	52	83	6,281	34	1	80	11	A. F. Styles	1,000
Osage	2,734	785	627	484	61	77	8,126	50	1	57	21	Geo. Chandler	1,350
Osceola	2,405	782	673	520	66	77	6,745	16	1	46	15	I. N. Beard	1,200
Pella	2,623	943	677	508	54	75	6,058	50	1	32	16	W. W. Cook	1,000
Rock Rapids	1,766	583	558	430	73	77	7,325	02	1	89	14	W. S. Wilson	1,300
Sac City	2,079	621	521	432	70	83	4,236	15	1	09	9	A. E. Clarendon	1,000
Seymour	1,703	750	475	365	49	76	2,952	50	1	01	8	W. B. Thornburgh	800
Sheldon	2,282	742	811	618	83	77	9,300	00	1	53	17	W. I. Simpson	1,350
Sigourney	1,952	681	568	451	66	80	6,083	75	1	50	14	John F. Riggs	1,000
Storm Lake	2,160	781	674	504	64	74	7,400	00	1	63	15	J. H. O'Donoghue	1,300
Stuart	2,079	613	610	454	70	74	6,338	50	1	55	15	G. W. Bryan	1,200
Tama	2,649	718	515	347	60	84	5,625	01	1	34	12	C. E. Fleming	1,000
Alton	2,513	742	556	426	57	76	6,515	00	1	70	13	R. B. Crone	1,200
Toledo	1,941	592	504	407	69	80	6,699	96	1	82	12	J. B. Young	1,300
Valley Junction	1,700	656	559	481	70	86	6,165	93	1	72	15	Chas. W. Lyon	1,100
Villisca	2,211	724	631	501	65	76	7,211	25	1	47	15	F. E. Palmer	1,125
Waukon	2,153	722	482	347	48	72	5,633	30	1	60	12	C. W. Macomber	1,200
West Liberty	1,690	461	453	333	72	73	5,420	00	1	83	11	L. T. Hill	1,000
West Union	1,935	584	468	349	60	74	4,520	00	1	44	10	G. E. Finch	1,100
What Cheer	2,746	859	775	575	67	74	6,382	50	1	25	15	J. E. Whitmer	1,000

GRADED SCHOOLS.

Not including those found on pages 72 and 73.

NAME OF TOWN.	Population census 1900.	Number months school.	Enumeration between 5 and 21 years in 1901.	Enrolled in school — fall of 1901.	Average attendance 1900-1901.	Average tuition per month for each scholar in av. attendance.	NAME OF SUPERINTENDENT OR PRINCIPAL, 1900-1901.	Annual salary.	Number of other teachers.	Average salary per month of assistant teachers.
Ackley	1445	9.0	507	409	294	\$1.70	O. A. Maxwell	\$1200	8	\$ 46.00
Adair	879	9.0	295	277	234	1.46	C. T. Wright	900	6	43.83
Adel	1213	9.0	438	506	313	1.39	S. A. Potts	1000	10	43.00
Afton	1178	9.0	420	286	210	1.62	O. E. Klingsman	810	9	33.12
Agency	468	8.5	227	219	151	1.51	F. E. Colliester	510	5	34.50
Ainsworth	404	8.5	156	171	141	1.36	O. H. Barnes	650	3	45.00
Akron	1029	9.0	397	363	263	1.22	E. J. Smith	720	6	45.00
Albion	440	9.0	178	129	91	2.17	H. J. Cable	675	3	45.00
Alden	702	9.0	295	215	167	1.62	Wm. Sparks	700	4	45.00
Allerton	961	9.0	326	328	259	.95	J. F. Holiday	1000	6	36.00
Allison	461	9.0	172	132	110	1.45	C. L. Love	540	3	35.00
Alta	861	9.0	306	300	204	1.57	Benjamin G. Hess	630	3	41.33
Alton	1000	9.0	467	215	152	2.15	J. E. Vertz	720	7	40.49
Amity	8.0	8.0	225	196	120	2.59	W. H. Robinson	585	1	40.00
Angus	333	9.0	127	109	88	1.15	Will J. Castell	810	7	41.43
Anita	968	9.0	407	349	240	1.54	Paul F. Voelker	630	4	37.50
Applington	427	9.0	146	184	113	1.66	Guy Rawson	675	7	40.00
Arlington	863	9.0	305	260	194	1.67	C. G. Wilcox	720	6	42.00
Armstrong	907	8.8	398	407	260	2.30	J. P. McKinley	675	2	47.00
Ashton	513	9.0	217	69	73	2.44	Mary J. Brown	260	1	32.00
Abingdon	8.0	8.0	109	86	54	1.24	F. Perkins	720	5	40.00
Aurelia	621	9.0	220	196	152	1.79	E. Ferguson	360	1	33.00
Alta Vista	176	9.0	104	81	60	1.36	Geo. T. Ogden	450	2	37.50
Altoona	324	9.0	103	113	64	1.96	Lily I. Laughlin	450	1	45.00
Alvord	249	9.0	110	97	55	2.27	H. A. Hoffman	540	2	34.50
Andrew	273	9.0	136	93	62	2.23	J. M. Dunck	675	2	45.00
Arcadia	405	9.0	231	126	77	2.14	Henry Kregger	300	2	32.00
Arion	192	8.0	70	80	52	1.63	J. C. Phares	450	2	40.00
Arthur	162	9.0	96	80	52	1.95	I. S. Pepper	575	2	40.00
Atalissa	0.0	0.0	126	123	78	1.11	W. C. Childers	285	1	40.00
Athelstan	255	8.0	112	112	81	1.08	A. W. Fuller	450	1	36.00
Auburn	293	9.0	134	102	81	1.62	C. W. Miller	450	2	35.00
Aurora	361	9.0	131	84	73	1.78	C. H. Cookerhan	450	2	36.00
Ayrshire	329	8.0	181	163	100	1.47	F. A. Ports	500	2	40.00
Avery	9.0	9.0	131	103	73	1.78	H. W. Curtis	540	3	35.00
Anthion	473	9.0	166	160	125	2.05	W. H. Bridges	585	2	30.00
Bagley	355	9.0	131	123	92	1.86	E. G. Bailey	810	6	44.10
Baldwin	254	9.0	128	116	68	1.26	N. M. Eaton	450	3	35.00
Bancroft	830	9.0	373	200	188	1.49	Myrtle Moody	270	2	30.00
Barnes	274	8.0	140	94	85	1.27	Frank S. Hill	480	3	40.60
Bassett	149	9.0	84	64	48	1.58	Charles King	675	4	48.75
Batavia	533	8.0	189	190	134	1.66	Justice Stuckrath	630	4	40.00
Battle Creek	542	9.0	235	204	157	1.76	Emma Crossland	450	3	35.00
Bayard	494	9.0	211	210	142	1.12	J. P. McMurray	630	5	35.00
Baxter	9.0	9.0	159	128	88	1.44	J. D. Adams	450	3	31.00
Beacon	953	9.0	387	326	218	1.45	R. N. Wyant	907	8	37.50
Beaman	266	9.0	96	94	69	2.50	H. W. Voss	495	1	45.00
Belmond	1234	9.0	414	364	277	1.30	M. M. Parr	380	1	35.00
Bennett	238	9.0	60	60	40	2.09	J. H. Anderson	490	1	35.00
Benton	192	8.0	73	58	50	1.68	J. E. Moore	560	4	30.00
Bentonsport	254	7.5	86	69	49	1.94	T. H. Newlen	630	1	40.00
Bevington	8.0	8.0	47	26	21	1.69	Hannah Houghton	540	4	40.00
Birmingham	622	8.0	261	188	164	1.30	J. W. Wilkerson	400	1	35.00
Blairsburg	8.0	8.0	83	78	49	1.50		675	4	37.50
Blairstown	592	9.0	208	163	130					
Blakesburg	8.0	8.0	94	103	70					
Blockton	704	9.0	222	208	170					

NAME OF TOWN.

NAME OF TOWN.	Population, census of 1900.	Number months school	Enumeration between 5 and 21 years in 1901.	Enrolled in school fall of 1901.	Average attendance, 1900-1901.	Average tuition per month for each scholar in av. attendance.	NAME OF SUPERINTENDENT OR PRINCIPAL, 1900-1901.	Annual salary.	Number of other teachers	Average salary per month of assistant teachers.
Blanchard.....	704	9.0	205	214	151	\$ 1.70	D. D. Miles.....	\$700	4	\$45.00
Bode.....	409	8.0	130	95	49	2.43	M. M. Horton.....	400	2	35.00
Bonaparte.....	808	8.0	289	220	171	1.64	A. G. Roberts.....	700	4	38.75
Boyd.....	336	9.0	146	120	82	2.04	M. C. Murrey.....	495	4	35.83
Braddyville.....	236	9.0	97	85	.....	.....	J. E. McLean.....	500	2	40.00
Brandon.....	8.5	99	93	58	.....	1.15	Anna Maloney.....	337	1	35.00
Brazil.....	7.2	237	173	95	1.76	Jean Findlay.....	210	1	30.00	
Breda.....	395	9.0	103	103	86	1.20	J. C. Callahan.....	540	1	40.00
Bridgewater.....	9.0	125	109	85	1.34	A. E. Ish.....	450	2	35.00	
Brighton.....	807	9.0	272	248	196	1.28	Samuel Quigley.....	720	5	38.00
Bristow.....	317	9.0	138	129	96	3.67	George E. Pruitt.....	540	2	40.00
Brooklyn.....	1188	9.0	548	359	277	1.73	Eugene Henley.....	1000	8	49.00
Brooks.....	8.0	88	85	.....	.....	.....	J. E. Cundy.....	400	1	35.00
Brookville.....	8.0	70	40	31	1.32	.....	.....	344	1	30.00
Buchanan.....	9.0	129	129	40	1.75	Sadie Gillespie.....	360	1	35.00	
Buffalo.....	372	7.5	164	125	87	1.06	D. W. Hanks.....	430	1	40.00
Buffalo Center.....	872	9.0	440	387	280	1.32	C. J. Johnson.....	765	9	34.77
Burr Oak.....	8.0	99	99	58	1.25	M. E. Brickner.....	300	1	31.50	
Burt.....	504	9.0	167	184	134	1.56	M. E. Dunbar.....	675	3	45.00
Bussey.....	550	8.0	247	200	119	1.30	Thomas Bell.....	360	2	35.00
Cairo.....	8.0	48	40	26	2.10	T. M. Boden.....	280	1	32.50	
Calamus.....	287	9.5	141	112	9	1.10	E. T. Housh.....	570	1	40.00
Callender.....	399	8.0	171	104	77	1.47	C. M. Ericsson.....	320	2	37.50
Calmar.....	1003	9.5	393	252	186	1.14	F. C. Clark.....	760	4	33.75
Camanche.....	713	9.0	195	150	127	1.14	W. M. Stone.....	450	3	31.67
Cambridge.....	667	9.0	193	184	125	.96	E. S. Smith.....	585	3	37.50
Cantril.....	356	8.0	101	112	92	1.38	Hilma M. Taylor.....	480	2	33.75
Carbon.....	9.0	195	140	.....	.....	.....	J. H. Westcoat.....	315	1	30.00
Carbonado.....	8.0	62	38	21	1.67	Marv Wasson.....	228	.....	.....
Carlisle.....	553	9.0	216	217	168	.99	F. E. Stephens.....	540	3	40.00
Carson.....	632	9.0	257	223	195	1.5	G. P. Linville.....	760	6	42.00
Cascade.....	1266	9.0	154	70	24	2.92	Mrs. N. J. Dennison.....	405	1	30.00
Casey.....	568	9.0	191	187	147	1.56	G. W. Matteson.....	585	4	41.00
Castalia.....	8.0	67	61	14	5.86	William McKinley.....	280	1	33.12	
Castana.....	355	9.0	136	114	105	1.91	Philip M. Lewis.....	675	4	37.50
Center Grove.....	10.0	107	92	52	1.80	Mamie Luke.....	350	1	35.00	
Center Junction.....	255	9.0	116	86	57	2.33	Oscar Gillilan.....	450	2	35.00
Center Point.....	674	9.0	227	197	153	1.62	J. M. Smith.....	630	4	32.25
Central City.....	623	8.5	256	226	207	1.20	L. A. Jester.....	750	6	35.00
Chapin.....	9.0	77	78	52	1.58	Luther P. Breeden.....	495	1	37.50	
Charleston.....	8.0	117	85	60	.90	George Kunz.....	240	1	25.00	
Charlotte.....	10.0	128	100	70	1.39	George E. Farrell.....	600	1	46.00	
Charter Oak.....	772	9.5	302	276	258	1.28	C. F. Garrett.....	855	7	40.00
Chelsea.....	419	9.0	163	129	101	1.42	W. I. Hunt.....	450	3	31.66
Chester.....	9.0	97	91	63	1.60	F. A. Wildman.....	540	1	40.00	
Chillicothe.....	216	8.5	95	59	42	2.14	.....	475	1	35.00
Churdan.....	620	9.0	196	168	133	1.36	A. P. Speers.....	585	4	35.00
Cincinnati.....	1212	9.0	456	350	241	.95	P. B. Woods.....	720	5	32.00
Clarence.....	675	9.0	216	187	136	2.03	J. H. Morgan.....	1000	4	41.25
Clarion.....	1475	9.0	494	427	338	1.56	S. T. May.....	900	10	45.50
Clarksville.....	849	9.0	201	215	158	1.74	Chas. F. Severance.....	675	5	38.00
Clayton.....	10.0	59	54	32	2.34	W. H. Bernhardt.....	450	1	30.00	
Clearfield.....	698	9.0	242	205	202	1.08	H. S. Ash.....	720	4	42.00
Cleghorn.....	9.0	110	96	31	2.37	John Hayes.....	495	1	40.00	
Clermont.....	513	9.0	318	266	113	1.66	C. F. McNerin.....	540	4	37.50
Coal Creek.....	9.0	74	60	36	1.80	Clara Burris.....	360	1	32.50	
*Capital Park.....	9.0	720	603	446	2.00	Z. C. Thornburg.....	1200	18	46.91	
Coggon.....	498	9.0	153	151	119	1.34	L. Inman.....	495	3	35.00
Coin.....	574	9.0	190	204	.....	.....	Z. S. Breckenridge.....	630	5	37.50
Colesburg.....	274	9.0	87	84	53	2.07	T. A. Foote.....	630	1	40.00
Collins.....	540	9.0	174	161	117	1.54	C. M. Peck.....	540	3	40.00
College Springs.....	693	9.0	224	186	131	1.30	M. L. Whittaker.....	450	2	40.00
Colo.....	391	9.0	139	121	93	1.54	I. B. Allard.....	630	2	37.50
Columbus City.....	388	8.0	167	121	95	1.79	C. R. Wallace.....	520	3	35.00
Columbus Jct.....	1009	9.0	362	360	278	1.51	H. E. Simpson.....	900	8	38.00
Conesville.....	8.5	74	69	.....	.....	.....	Geo. E. Missildine.....	425	1	32.50
Conrad.....	483	9.0	175	168	141	1.62	A. W. Grav.....	585	4	40.93
Conway.....	348	8.5	139	131	96	1.70	W. H. Cash.....	450	2	35.00
Coon Rapids.....	1017	9.0	417	417	276	1.44	S. A. Power.....	720	7	40.00

* Des Moines.

NAME OF TOWN.	Population, census of 1900.	Number months school.	Enumeration between 5 and 21 years in 1921.	Enrolled in school—fall of 1901.	Average attendance, 1900-1901.	Average tuition per month for each scholar in av. attendance.	NAME OF SUPERINTENDENT OR PRINCIPAL, 1900-1901.	Annual salary.	Number of other teachers.	Average salary per month of assistant teachers.
Correctionville	935	9 c	481	390	312	1 28	T. B. Morris	\$1100	7	\$41.00
Corwith	651	9 0	186	206	135	2.06	C. W. Thompson	900	4	44 58
Corydon	1477	9 0	494	406	347	1 32	Chas. Carter	1125	8	37.50
Crawfordsville	268	9 c	102	102	97	2.01	E. D. Morrison	540	2	37.50
Cromwell	208	9 0	117	84	51	1.76	O. W. Hunt	450	2	40.00
Cumberland	591	9 0	201	177	139	1.55	Frank Lindeman	675	3	46.00
Cushing	237	9 0	125	100	79	2.04	Paul J. Scarbro	450	2	40.00
Dahlonega	8 0	61	49	29	2.24			260	1	32.50
Dakota City	362	9 0	162	135	99	1.58	A. A. Baker	540	2	33.33
Dallas	7 0	123	97	52	1 24			221	1	33.00
Dallas Center	625	9 0	291	240	108	1.00	F. W. Shultis	765	5	43.00
Davis City	617	9 0	487	438	331	1.44	J. M. Hornell	480	4	33.75
Dana	8 0	79	58				I. C. Patterson	280	1	28.50
Danbury	480	9 0	416	280	187	1.87	George Mueller	675	3	40.00
Danville	9 0	58	45	41	2 06		Linton Packer	450	1	35.00
Dawson	8 c	115	79				C. S. Dailey	320	1	40.00
Dayton	753	9 0	250	2 71	160	1.46	L. C. Bryan	610	4	41.20
Decatur	307	8 0	171	171	90	1.38	B. F. Westcott	360	2	30.00
Dedham	374	9 0	168	132	86	1.86	E. A. Earhart	450	3	35.00
Deep River	403	9 0	202	175	141	1 72	Geo. Grier	650	5	34 41
Defiance	387	9 0	164	158	102	1 75	W. D. Young	540	2	40.00
Delaware	9 0	101	101	64	1 79		C. E. Ede	410	2	32.50
Delhi	9 0	100	106	77	1 60		William Reeve	450	2	36.50
Delmar	592	9 0	201	162	115	1 39	Lucy E. Lukens	495	3	35.00
Delta	691	8 0	275	212	169	1 27	E. H. McMillen	520	5	35.00
Derby	9 0	88	88	58	1 14		Tessa Courter	337	1	27.50
De Soto	345	9 0	173	161	110	1 81	S. W. Rowley	675	3	42.50
Dexter	795	9 c	258	293	221	1 98	D. P. Repass	1000	8	44.50
Diagonal	383	9 0	151	123	101	.82	Geo. W. Guthrie	450	2	32.50
Dickens	9 0	101	77	61	1 29		Avis Gregg	360	3	35.00
Dixon	10 0	111	98	73	1 24		J. O. Zuck	540	1	37.50
Donnellson	270	8 0	96	60	46	1 52	J. W. Roberts	360	1	25.00
Doon	545	9 0	147	183	114	1 81	B. F. Youel	630	4	41.25
Dow City	462	9 0	234	180	134	1 71	F. R. Shafer	675	4	40.00
Downey	9 0	68	67	39	2 05		E. C. Bartlett	405	1	35.00
Dows	818	9 0	210	278	210	1 30	A. P. Hargrave	765	5	41.00
Drakeville	238	7 0	78	78	53	1 60	J. M. Hammond	315	1	40.00
Dumont	433	8 c	126	110			G. L. Waldron	380	1	35.00
Duncombe	350	9 0	128	96	67	1 67	J. F. Flynn	427	2	35.00
De Witt	1323	9 0	377	281	200	1 98	Margaret Buchanan	910	8	37.01
Dunlap	1355	9 0	543	507	319	\$1.81	L. B. Stewart	1000	9	44.00
Durant	562	9 0	197	168	103	1 53	William Wisener	630	2	43.25
Dyersville	1323	10 0	600	97	65	2 31	J. C. McGee	700	2	40.00
Dysart	902	9 0	347	238	202	1 56	H. O. Pratt	900	5	45.00
Earlham	630	8 0	240	200	170	1 90	W. H. Monroe	630	6	37.50
Earling	340	9 0	145	53	35	1 19	Rollin Meyers	405	2	35.00
Early	579	9 0	210	240	180	1 46	L. W. Butler	675	5	39.00
Earlville	618	9 0	206	200	150	1 33	B. J. Still	630	4	32.50
East Peru	8 0	91	72	54	1 39		Eldon Baker	380	1	30.00
Edgewood	569	9 0	102	109	101	1 29	Frank D. Joseph	405	3	32.50
Elberon	9 0	123	104	98	1 17		S. E. Robinson	405	2	35.00
Elgin	635	9 0	212	203	142	1 78	A. H. Berryman	630	4	42.50
Elkhorn	8 0	137	75	49	1 34		Howard Jackson	272	1	34.00
Elkport	326	9 0	194	117	86	1 06	J. D. Robinson	450	2	33.00
Elliott	516	9 0	284	220	185	1 21	D. C. Nelfert	610	4	40.00
Ellioton	242	9 0	133	125	92	1 50	E. J. Pollock	540	2	30.00
Ellsworth	319	8 0	166	122	80	1 56	O. Von Kroge	450	2	33.00
Elma	976	9 0	269	210	178	1 42	Geo. Ballard	585	6	34.00
Ely	9 0	96	57	46	1 46		W. L. Gater	360	1	30.00
Emerson	502	9 0	206	202	140	1 66	G. W. Hursey	630	5	49.00
Elkader	1321	9 0	422	260	219	1 78	J. E. Webb	1000	4	40.00
Epworth	549	9 0	185	129	95	1 00	Anna O'Connor	450	2	36.66
Essex	710	9 0	217	192	145	1 65	J. R. McComb	630	4	41.25
Everly	9 c	153	132	90	1 75		F. B. Steece	540	3	35.00
Evans	8 5	315	240	155	.97		E. A. Leighton	315	2	35.00
Eddyville	1230	8 0	303	353	259	1 56	F. F. Frost	780	6	37.50
Exira	851	9 0	240	240	173	1 81	J. L. Conger	765	6	37.50
Fairbank	644	9 0	221	165	112	1 61	J. A. Boyle	540	3	34.17
Fairfax	9 0		80				Chas. L. Bratton	585	2	33.00

NAME OF TOWN.	Population, census 1900.	Number months school.	Enumeration between 5 and 21 years in 1901.	Enrolled in school-fall of 1901.	Average attendance, 1900-1901.	Average tuition per month for each scholar in av. attendance.	NAME OF SUPERINTENDENT OR PRINCIPAL, 1900-1901.	Annual salary.	Number of other teachers.	Average salary per month of assistant teachers.
Fairview	9.5	502	284	246	\$.95		Mary Rourke	\$ 6	6	\$38.76
Farley	513	9.0	216	159	1.49		Arthur T. S. Owen	720	2	36.00
Farmington	1332	7.0	389	350	1.25		M. V. Keith	450	2	36.00
Farnhamville	348	9.0	158	127	1.36		J. E. Bell	675	5	42.00
Farragut	514	9.0	190	201	1.67		L. T. Newton	720	7	45.00
Fayette	1315	9.0	358	312	1.31		C. E. Eikenberry	290	1	40.00
Fertile	8.0	91	63	51	1.84		George P. Buckles	240	1	40.00
Floris	6.0	104	95	69	1.08		E. A. Sheldon	540	2	35.00
Floyd	353	9.0	121	113	1.86		J. H. Kelley	760	7	45.71
Fonda	1180	9.0	389	375	1.52		C. C. Smith	810	4	40.00
Fontanelle	853	9.0	312	215	1.21		P. F. Hammond	450	1	32.00
Ft. Atkinson	264	9.0	186	87	1.42		N. J. Hibbs	400	1	37.00
Foster	205	8.0	130	86	1.40		Levi Clark	315	1	27.50
Frankville	9.0	72	73	34	1.85		K. Wittig	400	3	33.00
Fraser	9.0	261	250	157	1.03		J. A. Eckenrod	500	3	30.00
Fredericksburg	565	9.0	204	186	1.26		Mary E. Toors	200	1	32.50
Franklin	210	8.0	115	90	1.28		J. J. Williams	480	4	37.50
Fremont	542	8.0	187	197	1.29		O. C. Alexander	360	1	30.00
Galt	8.0	72	78				Kate Hummer	720	5	40.00
Galva	456	9.0	219	201	1.57		G. W. Monroe	810	5	32.00
Garden Grove	651	9.0	210	230	1.15		E. O. Fiske	585	2	35.00
Garnaville	9.0	132	103	63	2.14		M. F. Moine	850	9	44.00
Garner	1288	9.0	400	374	1.82		C. R. Lowe	540	2	36.00
Garrison	482	9.0	213	189	1.37		Willis E. Lamb	630	2	31.25
Geneva	9.0	98	83	50	1.75		B. H. Culver	540	2	42.00
George	394	9.0	127	127	1.86		F. H. Dawson	405	2	35.00
Germania	354	9.0	124	93	1.78		C. H. Robinson	450	1	36.37
Gilbert Station	188	9.0	91	71	1.62		Jesse Callow	585	4	50.00
Gilman	465	9.0	177	174	1.25		Mrs. Edna Blake	630	4	38.75
Gilmore City	607	9.0	166	235	1.46		Fred Becker	505	3	40.00
Garwin	470	8.5	172	137	1.61		C. F. Kuehne	810	5	45.00
Gladbrook	842	9.0	335	285	1.35		J. H. Beveridge	1180	5	40.00
Glidden	733	9.0	222	222	1.50		G. T. Eldridge	720	7	37.00
Goldfield	628	9.0	249	277	1.88		Wm. Philo	485	2	35.00
Goodell	254	9.0	122	97	2.02		J. F. O'Malley	630	3	35.00
Gowrie	681	9.0	244	222	1.32		Anna Rutledge	450	3	40.00
Graettinger	388	9.0	175	165	1.84		Myrtle E. Cory	360	1	40.00
Grafton	156	9.0	90	61	1.10		J. E. Stout	1125	10	39.00
Grundy Center	1322	9.0	410	395	1.50		H. C. Miller	900	8	38.00
Guthrie Center	1193	9.0	443	408	1.38		S. M. Ballard	495	2	31.50
Grand Mound	355	9.0	171	117	1.22		A. J. Oblinger	900	6	42.70
Grand Junction	9.0	412	314	200	1.72		Sue Fairchild	540	8	38.50
Grant Park	9.0	498	438	368	1.45		Leroy Anderson	360	1	30.00
Grant City	249	9.0	104	92	1.59		L. A. Wilson	500	1	35.00
Granville	351	10.0	134	45	2.77		W. W. Palmer	450	3	40.00
Gravity	549	9.0	206	171	1.37		Wm. Cunningham	450	1	37.50
Gray	180	9.0	75	66	1.05		Theodore Laam	630	2	42.50
Greeley, Del. Co.	9.0	123	107	90	1.73		H. L. Hunt	360	4	32.10
Greeley	488	9.0	192	216	1.66		J. R. Jamison	1000	8	40.00
Greene	1192	9.0	347	350	1.64		G. O. Van Meter	900	10	42.25
Greenfield	1300	9.0	457	418	1.51		W. R. Andrews	900	6	45.00
Griswold	900	9.0	275	286	1.40		Mrs. M. Harsin	400	3	36.66
Hamilton	538	9.0	262	157	1.10		D. Reed	475	3	35.00
Hancock	276	9.0	111	104	1.76		Ella M. Soper	280	1	30.00
Hansell	8.0	49	43	34	1.60		Rachel Bass	280	1	30.00
Harcourt	192	8.0	64	36	2.40		D. M. Odle	900	6	43.10
Harper's Ferry	250	9.0	124	101	1.25		W. B. Woods	540	4	42.50
Hartley	1006	9.0	430	337	1.88		Frank Jarvis	585	3	40.00
Hastings	401	9.0	159	145	1.73		R. H. Belknap	640	4	41.00
Hawlock	397	9.0	145	158	1.78		Lucie Arthaud	360	4	28.75
Hawkeye	518	9.0	256	171	1.41		John E. Foster	600	6	38.00
Hazleton	500	9.0	192	127	1.10		B. M. Taylor	630	4	40.00
Hedrick	1035	8.0	349	318	2.78		G. W. Borst	585	2	36.00
Henderson	244	9.0	104	101	1.73		J. F. Treasure	480	6	35.85
Hesper	9.0	113	75	36	3.28		A. H. Packer	440	1	28.00
Hiteaman	8.0	660	474	400	.52		E. H. Hamilton	405	2	42.50
Hillsboro	8.0	101	101	72	1.15		J. W. Elwood	720	7	41.23
Hillsdale	244	9.0	128	132	1.19					
Holstein	870	9.0	370	271	1.81					

NAME OF TOWN.	Population, census 1900.	Number months School.	Enumeration between 5 and 21 years in 1901.	Enrolled in school fall of 1901.	Average attendance 1900-1901.	Average tuition per month for each scholar in average attendance.	NAME OF SUPERINTENDENT OR PRINCIPAL 1900-1901.	Annual salary.	Number of other teachers.	Average salary per month of assistant teachers.
Hopeville.....	145	7.5	114	89	46	\$ 1.46	L. Smith.....	\$281	1	\$32.50
Hopkinton.....	767	9.0	239	201	151	1.49	T. V. Hunt.....	675	4	37.50
Hornick.....	284	9.0	118	90	70	1.54	W. L. Smith.....	400	2	40.00
Hospers.....	415	10.0	187	131	84	1.54	B. Wierks.....	470	2	32.00
Hubbard.....	676	9.0	258	231	181	1.70	W. O. Reed.....	750	5	45.50
Hudson.....	359	9.0	121	126	76	1.80	E. C. Miller.....	387	1	35.00
Hull.....	626	9.0	287	234	168	1.89	E. C. Miller.....	765	9	38.93
Humboldt.....	1474	9.0	438	439	307	1.59	B. E. Towle.....	900	7	43.33
Humeston.....	945	9.0	346	282	218	1.59	G. A. Axline.....	975	7	37.50
Imogene.....	396	9.0	98	100	68	1.49	E. Beaver.....	472	1	37.50
Incline.....	8	8.0	179	140	110	1.39	N. B. Boyd.....	400	3	30.66
Indianapolis.....	5	8.0	85	102	55	1.54	C. S. Sutton.....	400	3	40.00
Inwood.....	477	9.0	186	170	146	1.61	F. L. Renshaw.....	595	4	42.50
Ionia.....	366	9.0	171	158	129	1.42	Ralph Hardie.....	500	3	35.00
Iowa Center.....	7	7.0	68	56	45	1.80	Lella A. Mills.....	320	1	30.00
Ireton.....	545	9.0	218	174	144	1.63	W. E. Chase.....	675	4	42.77
Irwin.....	295	9.0	110	112	99	1.35	F. M. Holmes.....	540	2	40.00
Jamaica.....	311	9.0	179	112	90	1.40	E. Kinney.....	540	2	34.00
Janesville.....	311	9.0	87	60	54	1.48	C. O. Behrens.....	425	1	33.50
Jesup.....	690	9.0	210	172	137	1.50	S. J. Backus.....	540	3	34.17
Jewell.....	947	9.0	307	229	176	1.19	M. R. Timmerman.....	630	4	35.00
Jolley.....	266	9.0	110	102	64	1.87	W. E. Lochridge.....	450	2	35.00
Kalona.....	530	9.0	206	179	124	1.30	E. C. Hull.....	585	3	35.00
Kellerton.....	458	8.5	198	178	132	1.42	J. D. Cherryholmes.....	600	4	29.50
Kellogg.....	653	9.0	220	183	117	1.91	K. S. Whitley.....	675	4	37.50
Kent.....	8	8.0	70	70	33	1.93	Ida Maynard.....	315	2	32.50
Kensett.....	459	8.5	176	130	98	1.10	Amos Huffman.....	450	3	30.00
Kenwood Park.....	283	9.0	227	159	103	1.45	M. R. Fayrom.....	540	3	40.00
Keota.....	990	8.5	301	250	207	1.30	W. C. Farmer.....	680	5	35.00
Keswick.....	8	8.0	147	134	101	1.52	J. J. Ray.....	560	3	32.50
Keystone.....	405	9.0	175	119	85	1.68	J. H. Rozema.....	540	2	40.00
Kingsley.....	720	9.0	287	272	200	1.20	James Fitzgerald.....	675	6	45.00
Kirkman.....	203	8.0	77	58	51	1.45	W. C. Smith.....	300	2	35.34
Kirkville.....	402	8.0	179	144	144	1.56	C. F. Eakins.....	400	2	35.00
Klemme.....	202	9.0	131	94	60	2.00	J. J. Suckow.....	300	2	38.00
Knowlton.....	267	8.0	106	91	52	1.65	Frank Eberheart.....	300	2	30.00
Kossuth.....	8	8.0	84	48	45	2.00	N. G. Hayden.....	400	1	35.00
Keosauqua.....	1117	8.0	373	350	275	1.49	David Williams.....	1000	6	40.00
Lacona.....	406	8.0	173	183	124	1.27	W. F. Clevenger.....	400	3	35.00
Ladora.....	289	9.0	113	113	89	1.52	L. J. White.....	495	2	40.00
Lake Mills.....	1203	9.0	540	454	333	1.44	O. O. Vogenitz.....	705	10	40.30
Lake Park.....	541	9.0	281	174	...	1.70	M. R. Hassel.....	720	4	40.00
Lake View.....	591	9.0	188	160	110	1.70	Lee A. Glassburn.....	630	3	39.07
Lamont.....	636	9.0	344	257	168	1.22	C. G. Sutton.....	585	4	35.00
La Motte.....	272	9.0	125	75	51	1.00	Emma C. Ahlers.....	350	1	36.46
Lancaster.....	8	8.0	82	60	41	1.05	Noble Little.....	320	1	25.00
Lansing.....	1438	9.0	538	201	221	1.79	H. H. Schroeder.....	1200	7	41.00
La Porte City.....	1419	9.0	481	352	287	1.42	H. B. Lizer.....	1000	8	42.50
Larchwood.....	450	9.0	163	165	80	2.46	W. J. Hunt.....	540	3	41.75
Larrabee.....	125	9.0	77	73	20	1.79	L. F. Parker.....	540	1	45.00
Laurens.....	853	9.0	331	294	259	1.14	E. L. Grout.....	765	6	41.53
Lawler.....	646	9.5	260	128	88	1.95	F. E. McCarty.....	570	3	35.33
LeClaire.....	997	9.0	229	177	161	1.55	S. M. Coddington.....	720	4	42.50
Ledyard.....	257	9.0	87	85	59	2.08	A. E. Jewett.....	450	2	35.00
LeGrand.....	408	9.0	127	103	70	1.98	Harry Hass.....	495	2	40.00
Lehigh.....	806	9.0	436	366	240	1.27	A. B. Hartley.....	450	5	35.00
Leland.....	7	7.7	95	78	47	2.24	J. L. Chapman.....	320	1	35.00
Leighton.....	8	8.0	70	48	38	2.18	H. H. Monlux.....	400	2	42.50
Lenox.....	914	9.0	432	300	295	1.60	A. E. Day.....	855	7	42.50
Lester.....	225	9.0	102	115	71	1.54	B. M. Cobb.....	495	1	45.00
Letts.....	387	9.0	129	126	98	1.48	A. L. Holliday.....	630	2	37.50
Lewis.....	613	9.0	255	240	172	1.55	Byron J. Read.....	675	5	41.25
Libertyville.....	8	8.0	106	83	59	1.23	Charles Riggs.....	360	1	30.00
Limesprings.....	605	9.0	209	210	178	1.42	D. L. Grannis.....	720	5	35.00
Linden.....	314	9.0	154	149	117	1.43	C. F. Barrows.....	540	3	39.00
Lineville.....	690	9.0	241	222	166	1.67	W. L. Lancelot.....	1000	4	37.50
Linn Grove.....	8	8.5	144	128	90	1.33	W. J. Bell.....	540	3	36.00
Lisbon.....	956	9.0	271	223	197	1.55	B. W. Hoadley.....	900	5	41.00
Liscomb.....	338	8.5	153	126	99	1.74	— Harris.....	495	2	40.00

NAME OF TOWN.	Population, census 1900.	Number of months school.	Enumeration between 5 and 1 years in 1901.	Enrolled in school—fall of 1901.	Average attendance 1900-1901.	Average tuition per month for each scholar in average attendance.	NAME OF SUPERINTENDENT OR PRINCIPAL 1900-1901.	Annual salary.	Number of other teachers.	Average salary per month of assistant teachers.
Little Rock, . . .	390	8.4	236	203	113	\$ 2 48	Carper Schenk.....	\$670	6	\$34.12
Little Sioux, . . .	427	8.0	173	158	109	1.60	J. M. Ireland.....	585	3	35.00
Logan, . . .	1377	9.0	475	460	308	1.68	Chas. A. Blodgett.....	1000	10	45.00
Livermore, . . .	618	9.0	224	200	134	2.09	W. H. Blakely.....	675	5	41.00
Lohrville, . . .	597	9.0	203	203	143	1.71	J. B. Green.....	720	4	40.00
Lone Tree, . . .	600	9.0	193	201	130	1.61	S. Mahomet.....	595	4	35.00
Lorimor, . . .	587	9.0	186	183	144	1.42	John Boyle.....	665	3	40.00
Lost Nation, . . .	9.0	137	137	103	1.23	G. D. Farley.....	585	2	31.00	
Lovilla, . . .	8.0	148	106	59	1.43	H. L. Moore.....	400	1	35.00	
Lowden, . . .	544	9.0	221	149	87	1.72	F. C. Popham.....	630	2	40.00
Low Moor, . . .	318	10.0	128	85	34	2.68	E. R. Stoddard.....	500	1	40.00
Luana, . . .	9.0	62	40	1	1.60	Mabel Heener.....	200	1	32.00	
Lucas, . . .	1132	9.0	565	331	286	.90	F. M. Hayner.....	585	7	31.45
Luverne, . . .	534	9.0	150	184	138	1.69	W. E. Kyles.....	675	4	40.00
Lynnville, . . .	347	8.0	135	150	97	2.06	A. T. Gifford.....	480	3	32.00
Macedonia, . . .	295	9.0	165	134	97	1.61	H. L. Caillet.....	675	4	41.67
Macksburg, . . .	235	8.0	93	75	48	1.68	Eva Hochstetler.....	420	3	32.00
Madrid, . . .	1021	8.0	339	317	220	1.68	E. L. Meek.....	520	5	38.00
Magnolia, . . .	9.0	148	122	93	1.31	K. G. Lancelot.....	450	2	45.00	
Malcom, . . .	404	9.0	112	120	100	1.90	W. C. Lyman.....	675	3	40.00
Maloy, . . .	8.5	80	62	48	1.46	Geo. T. Moffett.....	320	1	30.00	
Malvern, . . .	1166	9.0	388	347	266	1.50	J. B. Morris.....	900	8	45.00
Manilla, . . .	773	9.0	357	310	276	1.34	P. M. Hersom.....	675	6	40.00
Manley, . . .	359	9.0	120	128	89	1.41	C. F. Mutchler.....	450	2	35.00
Manning, . . .	1169	9.0	568	429	343	1.50	A. C. Fuller.....	900	8	40.00
Manson, . . .	1424	9.0	473	403	327	1.48	P. C. Holdoegel.....	1100	8	48.00
Mapleton, . . .	1099	9.0	336	335	221	1.83	W. B. Buckley.....	1000	7	42.14
Marathon, . . .	659	9.0	240	219	168	1.39	F. G. Clark.....	675	4	40.00
Marble Rock, . . .	573	9.0	209	181	113	1.54	A. H. Hoffman.....	675	4	30.00
Marcus, . . .	718	9.0	322	236	151	1.59	R. H. Minkel.....	675	4	40.00
Marne, . . .	410	9.0	160	141	113	1.59	E. N. Gibson.....	540	3	40.00
Martinsburg, . . .	332	7.0	112	113	94	1.59	George L. Matson.....	480	3	31.66
Marysville, . . .	322	7.0	189	146	95	1.26	S. R. Hickman.....	400	3	40.00
Massena, . . .	475	9.0	140	170	126	1.42	W. E. Salisbury.....	675	4	43.33
Maurice, . . .	280	9.0	115	92	52	2.30	Ed. M. Everhart.....	450	3	35.00
Maxwell, . . .	810	9.0	307	299	175	1.25	C. W. Kirk.....	585	5	40.00
Maynard, . . .	495	9.0	190	166	120	1.44	H. L. Lockwood.....	540	4	40.00
McGregor, . . .	1498	10.0	445	460	306	2.02	Josephine Harrison.....	1200	8	50.00
McIntire, . . .	9.0	204	151	104	1.29	J. R. McCollum.....	675	2	30.00	
Mechanicsville, . . .	703	9.0	174	183	141	1.70	C. McCracken.....	800	4	40.00
Mediapolis, . . .	725	9.5	221	196	158	1.02	G. L. Gillis.....	900	5	40.00
Melbourne, . . .	366	9.0	156	125	90	1.70	U. G. Brown.....	495	3	35.00
Melrose, . . .	460	8.0	197	151	105	1.00	H. A. Reed.....	400	2	27.50
Menlo, . . .	428	9.0	163	150	114	1.74	M. P. Kenworthy.....	720	4	40.00
Meriden, . . .	432	9.0	127	162	65	1.29	W. O. Dailey.....	540	1	40.00
Merrill, . . .	389	9.0	179	172	130	1.38	G. M. Metzger.....	705	5	35.00
Meservey, . . .	193	9.0	57	80	62	1.23	John Ogden.....	405	1	35.00
Miles, . . .	385	9.0	152	142	101	1.28	L. C. Welty.....	585	2	40.00
Milford, . . .	485	9.0	290	189	101	1.00	A. H. Cutler.....	675	3	42.20
Millersburg, . . .	8.0	130	115	91	1.25	P. E. McClenahan.....	675	2	32.50	
Milo, . . .	585	9.0	248	252	195	1.15	D. T. Sollenbarger.....	675	4	36.88
Milton, . . .	849	8.0	340	312	213	1.12	W. Purcy.....	900	5	32.50
Minburn, . . .	317	8.0	204	147	106	1.17	W. A. Bentley.....	440	2	37.50
Minden, . . .	328	9.0	175	122	93	2.28	H. F. LaRue.....	630	5	48.75
Mitchell, . . .	245	9.0	159	139	104	1.83	E. Bradner.....	705	3	35.00
Mitchellville, . . .	798	9.0	215	202	149	1.49	D. E. Brainerd.....	450	2	35.50
Modale, . . .	383	9.0	151	144	102	1.88	C. E. Cavett.....	360	1	30.00
Moingona, . . .	9.0	104	103	40	1.21	L. M. Dakin.....	450	2	40.00	
Mona, . . .	8.0	174	99	66	1.11	Amos Hill.....	585	2	30.00	
Mondamin, . . .	384	9.0	154	143	112	1.80	M. S. Huie.....	679	3	43.33
Monmouth, . . .	281	9.0	120	120	88	1.80	T. E. Ellison.....	720	7	40.35
Monona, . . .	674	9.0	218	158	130	1.80	A. C. Dickinson.....	1000	9	45.00
Monroe, . . .	917	8.0	299	275	201	1.83	H. B. Shoemaker.....	585	3	40.00
Montezuma, . . .	1210	9.0	522	375	315	1.68	J. P. Kennedy.....	600	4	26.20
Montour, . . .	502	9.0	135	120	101	1.46	C. B. Mericle.....	480	4	30.00
Montrose, . . .	748	8.0	254	183	119	1.68	A. M. M. Dornon.....	1000	7	40.16
Moravia, . . .	632	8.0	200	176	121	2.92	Arthur H. Wright.....	396	11	38.00
Morning Sun, . . .	948	9.0	360	325	275					
Morrison, . . .	170	9.0	40	30	29					

NAME OF TOWN.	Population, census 1900.	Number of months school.	Enumeration between 5 and 21 years in 1901.	Enrolled in school — fall of 1901.	Average attendance since 1900 1901.	Average tuition per month for each scholar in average attendance	NAME OF PRINCIPAL OR SUPERINTENDENT 1900-1901.	Annual salary.	Number of other teachers	Average salary per month of assistant teachers.
Moscow.....	8.0	70	48	34	\$ 1.61	V. Burdett Perry.....	\$230	1	\$28.75	
Mt. Auburn.....	9.0	96	97	62	1.55	Silas Johnson.....	450	2	32.40	
Mt. Carmel.....	10.0	.....	120	.....	.....	M. A. Gulantz.....	240	2	20.00	
Mt. Etna.....	8.0	60	21	.....	.....	Carrie Johnston.....	228	1	33.00	
Mt. Sterling.....	8.0	87	63	54	1.39	Susan A. Wehn.....	263	1	37.50	
Mt. Union.....	8.0	66	50	.....	.....	J. W. Roberts.....	340	1	32.50	
Moulton.....	1420	8.0	459	395	297	1.41	W. L. Cochrane.....	900	8	40.00
Moville.....	507	9.0	194	189	155	1.37	Kittie Freed.....	675	3	38.50
Muchakinock.....	8.0	223	254	.....	.....	Dodd.....	.....	.....	.....
Murray.....	949	8.0	289	232	217	1.25	W. Guyton.....	680	5	38.00
Nashua.....	1268	9.0	407	320	240	1.83	C. J. Trumbauer.....	1050	8	41.00
Nassau.....	8.0	48	54	33	2.10	Henry Hervey.....	440	1	40.00	
Neola.....	921	9.0	300	258	190	1.95	J. M. Rapp.....	900	5	45.00
New Albion.....	543	8.5	192	168	126	1.38	J. C. Kellow.....	450	3	28.50
Newell.....	762	9.0	269	265	174	2.40	E. A. Ford.....	810	7	36.00
New Hall.....	9.0	94	61	41	1.50	K. K. Thompson.....	333	1	35.00	
New Hartford.....	570	9.0	201	183	133	1.88	G. E. McCammond.....	900	4	40.00
New London.....	1003	9.0	289	275	196	1.22	N. E. Johnson.....	675	5	40.00
New Market.....	600	9.0	255	202	112	1.78	L. R. Cash.....	450	4	30.00
New Providence.....	268	9.0	158	126	88	1.38	D. R. Marling.....	405	2	36.50
New Sharon.....	1252	9.0	416	402	308	1.20	W. J. Dean.....	810	8	40.00
New Virginia.....	8.0	130	120	83	1.44	S. S. Hill.....	440	2	32.50	
Nichols.....	398	9.0	125	89	65	1.87	T. L. Eland.....	540	2	33.50
Nodaway.....	9.0	84	68	41	1.83	C. A. Gloagle.....	360	1	30.00	
Nora Springs.....	1209	9.0	344	267	176	1.46	W. J. Ford.....	540	5	35.00
North English.....	683	9.0	328	278	215	1.31	John Melsner.....	675	6	36.50
North McGregor.....	616	9.5	247	179	134	1.51	C. W. Bean.....	655	2	40.00
Northwood.....	1271	9.5	410	347	257	1.50	Edwin Mitchell.....	650	3	38.00
Norwalk.....	287	8.0	95	91	65	1.24	J. L. Bailenger.....	360	1	36.87
Norway.....	533	9.0	208	124	90	1.88	C. O. Jameson.....	540	3	36.07
Numa.....	6.0	119	64	50	1.25	J. Bryant.....	240	1	30.00	
Odebolt.....	1432	9.0	526	422	324	1.67	Thomas B. Hutton.....	1200	9	42.50
Ocheyedan.....	599	9.0	201	223	139	1.41	E. F. Green.....	645	4	40.00
Oakland.....	913	8.0	356	310	300	1.31	I. D. Shuttleworth.....	720	6	45.00
Ogden.....	693	9.0	371	262	216	.94	Clara E. Thompson.....	630	5	35.00
Olin.....	602	9.0	273	230	200	1.24	T. J. Cowan.....	855	5	40.00
Ollie.....	238	8.0	100	75	52	1.10	Charles L. Starr.....	405	1	30.00
Orient.....	359	9.0	170	166	109	1.79	P. P. Sullivan.....	675	2	40.00
Onslow.....	263	9.0	135	110	88	1.30	.....	675	2	40.00
Otley.....	8.0	95	60	50	1.50	Albert Van der Ploeg.....	320	1	35.00	
Oto.....	306	9.0	235	240	149	1.49	F. Von Eshen.....	700	3	40.00
Ossian.....	670	9.5	283	126	92	1.63	W. J. Barloon.....	627	2	30.00
Orange City.....	1457	1.0	751	537	429	1.47	O. W. Herr.....	1000	10	39.55
Oxford.....	664	9.0	236	181	151	1.52	J. J. Sharpe.....	595	4	40.00
Oxford Junction.....	780	9.0	306	255	199	1.31	C. J. Burrell.....	630	5	38.00
Oxford Mills.....	.....	9.0	73	75	55	1.36	E. C. Wicks.....	450	1	25.00
Pacific Junction.....	732	9.0	277	250	179	1.32	W. M. Moore.....	675	5	45.00
Packwood.....	284	9.0	106	120	60	1.54	Anna Mahon.....	450	2	36.66
Palmyra.....	8.0	81	60	38	1.75	Allia Schooler.....	288	1	33.50	
Palo.....	.....	9.0	53	43	27	1.14	H. M. Thompson.....	420	1	30.00
Panama.....	221	9.0	123	106	67	1.20	G. A. Luxford.....	450	2	37.50
Panora.....	958	9.0	374	300	220	1.58	George Galloway.....	810	6	41.58
Parkersburg.....	1164	9.5	352	323	269	1.30	J. F. Overmyer.....	690	6	42.50
Paton.....	328	9.0	150	135	128	1.33	L. A. Warwick.....	540	3	35.00
Paulina.....	617	9.0	272	267	204	1.47	John Ullman.....	630	5	38.50
Persia.....	361	9.0	156	152	115	1.68	W. F. Pritchard.....	450	3	42.00
Peterson.....	521	9.0	185	204	126	2.36	F. C. Woods.....	720	4	40.00
Pierson.....	358	9.0	163	120	100	1.45	Isa. E. Fitzgerald.....	710	2	38.00
Pilot Mound.....	.....	9.0	116	75	51	1.40	Kate Grobenharst.....	240	1	33.33
Plainfield.....	320	9.0	140	123	110	1.41	G. W. Washburn.....	540	3	33.00
Pleasanton.....	164	7.0	82	69	54	1.16	E. P. Conwell.....	280	1	27.50
Pleasantville.....	738	8.0	273	244	181	1.66	W. C. Kenedy.....	600	5	36.00
Plover.....	187	8.0	.....	118	.....	.....	E. L. Wallace.....	480	3	34.62
Plymouth.....	318	9.0	146	126	82	1.40	Mark Mullin.....	540	2	27.50
Pocahontas.....	625	9.0	267	120	81	2.23	J. O. Briggs.....	495	2	37.50
Polk City.....	438	7.0	173	150	115	1.22	W. B. Munson.....	540	3	40.00
Pomeroy.....	910	9.0	376	309	224	1.65	A. B. Schultz.....	350	1	40.00
Portsmouth.....	316	9.0	147	125	90	1.34	G. W. Randlett.....	1000	6	44.00
							Wm. Ege.....	504	2	36.25

NAME OF TOWN.

NAME OF TOWN.	Population, census 1900.	Number of months school.	Enumeration between 5 and 1 years in 1901.	Enrolled in school — fall of 1901.	Average attendance 1900-1901.	Average tuition per month for each scholar in average attendance.	NAME OF SUPERINTENDENT OR PRINCIPAL 1900-1901.	Annual salary.	Number of other teachers.	Average salary per month of assistant teachers.
Postville.....	984	9.0	410	291	226	\$ 1.54	A. G. Anderson	\$500	7	\$41.00
Pulaski.....	302	7.7	148	140	80	1.00	C. E. Akers	400	3	30.00
Prairie City.....	868	8.5	300	213	176	1.77	S. G. Richards	680	9	45.00
Prairieburg.....	90	9.0	94	83	76	1.57	L. H. Seager	450	3	35.00
Prestcott.....	446	9.0	173	182	112	1.58	J. H. Mehaffy	630	3	30.00
Preston.....	593	9.0	223	210	180	1.50	E. W. B. Mark	630	6	38.00
Primghar.....	814	9.0	344	322	257	1.51	R. B. Daniel	1000	1	44 16
Primrose.....	90	9.0	83	67	53	1.37	E. C. Lynn	330	1	30.00
Princeton.....	450	9.5	135	100	81	1.54	Andrew Brown	570	2	32.50
Quasigawbe.....	90	8.0	104	97	68	1.39	John W. Agans	480	1	35.00
Quasqueton.....	90	9.0	104	148	102	1.56	T. A. Walters	540	3	28.33
Quimby.....	90	9.0	85	98	62	1.51	Emma Hayler	562	1	40.00
Radcliffe.....	645	9.0	221	197	140	1.70	M. F. Morgan	705	4	42.50
Randolph.....	373	9.0	180	160	141	.73	L. D. Salisbury	575	4	37.64
Rathbun.....	270	7.0	113	93	47	1.21	W. B. Coulson	245	1	30.00
Reasnor.....	90	9.0	86	60	25	1.16	Logan Blizzard	324	1	30.00
Redding.....	311	8.0	125	107	76	1.52	H. H. Linton	300	2	32.50
Redfield.....	509	9.0	218	198	166	1.40	J. M. Pierce	675	3	39.37
Reinbeck.....	1203	9.0	390	350	274	1.57	J. J. Moser	855	5	41.00
Remsen.....	835	9.0	129	184	114	3.50	John Vanderwicken	675	3	45.00
Rhodes.....	90	9.0	220	197	135	1.48	W. H. Fort	585	3	42.00
Renwick.....	350	9.0	120	113	83	2.22	W. A. Lester	585	3	40.00
Riceville.....	804	9.0	205	350	203	1.26	Paul Ray	810	6	33.33
Richland.....	534	8.0	102	154	94	1.83	W. C. Hicks	585	3	37.00
Richmond.....	90	9.0	122	61	40	1.10	W. E. Auten	360	1	30.00
Ridgeway.....	371	9.0	158	117	61	1.59	S. L. Shales	360	2	25.00
Ripley.....	390	9.0	154	142	90	2.11	F. L. Martin	675	3	38.33
Riverside.....	608	9.0	226	136	95	1.70	H. H. Hankins	600	3	35.00
River Sioux.....	90	9.0	105	90	.....	.....	I. G. Wilson	450	2	35.00
Riverton.....	687	9.0	248	219	152	1.51	J. H. Tarrant	595	4	40.00
Rock Falls.....	124	8.5	70	58	.....	.....	C. C. Knoll	300	1	28.50
Rockford.....	1080	9.0	358	344	266	1.53	J. C. Saunders	1000	6	39.44
Rock Valley.....	1054	9.0	491	350	309	1.29	W. H. Clark	765	8	39.83
Rockwell.....	830	9.0	231	175	140	1.52	W. J. Fleming	675	4	34.25
Rockwell City.....	1222	9.0	389	394	252	1.85	D. K. Bond	1100	8	40.13
Rodney.....	173	9.0	83	64	55	1.30	H. E. Bowen	405	2	32.50
Rodman.....	90	8.0	94	62	53	1.42	W. H. Khodda	280	1	35.00
Roland.....	557	8.0	212	186	157	1.44	O. S. Boyd	560	3	37.67
Rolfe.....	994	9.0	395	397	281	1.42	F. L. Cassidy	765	7	43.25
Rome.....	255	8.0	100	90	40	2.00	Hetty L. Priddy	320	1	40.00
Rose Hill.....	253	8.5	90	80	58	2.23	Frank Souter	405	2	39.00
Rowan.....	90	9.0	80	80	59	1.30	W. W. Delzell	450	1	35.00
Rowley.....	90	9.0	56	65	39	1.76	Elizabeth Dennison	343	1	32.50
Rudd.....	381	9.0	129	123	84	1.35	A. G. Hoe	335	1	30.00
Runnells.....	70	7.0	108	125	72	1.04	Ray Perce	280	1	35.00
Russell.....	636	9.0	198	166	131	1.34	H. A. Glackemeyer	665	3	35.00
Ruthven.....	787	9.0	338	264	202	1.43	Bessie Larson	585	6	38.00
Rutland.....	90	9.0	93	80	60	1.33	S. A. Nelson	405	1	35.00
Ryan.....	80	8.0	74	74	61	1.41	Minnie Young	270	2	27.50
Sabula.....	1029	9.0	304	258	226	1.20	W. E. Fleming	810	5	37.00
St. Anthony.....	174	9.0	72	67	41	1.95	A. E. Bartine	360	1	40.00
St. Ansgar.....	608	9.0	252	210	160	1.35	John P. Lund	675	4	37.50
St. Charles.....	412	9.0	210	206	153	.95	J. W. Miller	440	3	30.00
Salem.....	548	8.5	190	155	108	1.66	Henry Squire	510	4	30.00
Sanborn.....	1247	9.0	419	301	295	1.53	J. J. Billingsley	1000	7	42.83
Savannah.....	50	5.0	130	106	65	.92	Sam Botts	200	1	25.00
Schaller.....	661	9.0	194	165	163	1.23	H. C. Cee	675	3	41.67
Scranton.....	903	9.0	276	275	209	1.66	H. E. Powers	720	5	39.00
Searsboro.....	263	9.0	94	107	77	1.56	R. T. Scott	405	2	37.50
Sergeant Bluff.....	90	9.0	276	216	175	1.00	J. F. Burgess	675	4	39.00
Shannon City.....	380	9.0	127	141	90	1.92	Frank M. Abbott	450	4	30.00
Sheffield.....	688	9.0	223	182	151	1.33	James Lawrey	705	3	40.00
Shelby.....	692	9.0	263	267	206	1.72	C. R. Garrett	855	6	50.00
Sheldahl.....	179	7.0	128	87	26	1.25	A. McDaniel	235	1	30.00
Shellrock.....	839	9.0	214	221	165	1.71	Chas. E. Buckley	705	5	39.28
Shellsburg.....	511	9.0	189	154	129	1.65	Harry W. Heath	630	8	40.00
Sibley.....	1289	9.0	474	477	320	1.59	D. Lawrence Young	1050	11	43.96

NAME OF TOWN.	Population census 1900.	Number of months school.	Enumeration between 5 and 21 years in 1901.	Enrolled in school—fall of 1901.	Average attendance 1900—1901.	Average tuition per month for each scholar in average attendance.	NAME OF SUPERINTENDENT OR PRINCIPAL 1900—1901.	Annual salary.	Number of other teachers.	Average salary per month of assistant teachers.
Sidney	1143	9 0	479	479	361	\$ 1 45	L. H. Maus	\$ 9 00	10	38 54
Silver City	438	9 0	191	170	103	2 14	W. L. Embree	600	4	45 00
Sioux Center	810	9 5	313	231	207	1 30	A. M. Nicholson	760	4	43 70
Sioux Rapids	1005	10 0	380	333	241	1 64	P. L. Dorland	900	7	42 14
Slater	420	8 0	193	151	111	1 08	A. O. Wydell	410	3	40 00
Sloan	643	9 0	332	278	201	1 53	A. W. Tschantz	795	5	40 00
Smithland	435	8 0	241	214	139	2 94	F. L. Giles	720	3	45 00
Solon	397	8 0	122	128	103	1 38	E. S. Hoadley	540	2	35 00
South English	319	9 0	122	103	67	1 68	L. D. Young	440	2	37 50
Spillville	356	9 0	187	86	50	1 66	D. P. Demusey	450	1	30 00
Spirit Lake	1219	9 0	434	359	267	1 65	W. T. Davidson	1000	7	45 00
Springdale	1107	9 0	31	136	110	1 81	F. W. Hicks	765	5	36 88
Snow Hill	1012	9 0	244	237	174	1 70	S. S. Breckinridge	675	6	36 00
Stacyville	599	9 0	167	212	186	1 88	J. E. Vance	900	6	41 00
Stanhope	490	8 0	195	92	53	2 35	M. S. Nelson	495	2	35 00
Stanton	297	8 0	117	78	63	1 74	Glen Dougherty	450	2	35 00
Stanton	404	8 0	280	183	134	1 45	J. E. Olander	500	4	40 00
Stanhope	415	9 0	180	147	110	1 75	F. E. Fowle	650	3	40 00
State Center	1008	9 0	374	282	216	1 85	J. E. Clayton	1000	7	45 00
Steamboat Rock	410	8 5	133	145	84	2 49	S. R. Fitz	550	3	30 66
Stockton	1107	10 0	85	53	53	1 40	E. L. Ferrier	445	1	40 00
Story City	1107	9 0	423	265	216	1 25	A. K. Gardiner	675	6	40 00
Stratford	458	9 0	170	134	107	1 43	J. M. Holaday	675	2	37 50
Strawberry Point	1012	9 0	360	259	219	1 10	P. C. Arildson	675	5	35 00
Summer	1437	9 0	483	425	243	99	T. J. Durant	800	9	33 00
Superior	187	9 0	75	67	67	1 40	K. E. Scott	360	1	35 00
Sutherland	722	9 0	343	266	213	1 40	M. F. Fobes	1000	5	40 00
Swaledale	210	9 0	115	78	78	1 40	Geo. Wider	360	1	40 00
Swan	406	8 0	205	160	135	1 60	Charles F. Reed	400	4	37 50
Swea City	322	9 0	150	123	80	1 75	A. S. Murray	450	2	40 00
Tabor	934	9 0	371	339	241	1 46	W. E. Kline	720	7	40 00
Thayer	80	9 0	90	90	38	1 05	E. L. Egimolre	280	1	32 50
Thor	274	7 0	88	68	48	1 37	Etta Wells	231	1	32 00
Thompson	450	9 0	138	135	70	2 57	C. J. Boyington	540	3	40 00
Thorburg	207	9 0	99	103	70	2 06	A. W. Moore	450	2	35 00
Thornton	259	9 0	152	123	90	1 47	F. H. Sunderlin	450	2	41 50
Thurman	409	9 0	181	181	152	1 70	M. E. Shuck	720	5	40 00
Tiogley	488	9 0	200	190	141	1 49	Chas. Murray	630	4	36 25
Troy	70	7 0	86	79	47	1 32	C. N. Spicer	266	1	24 00
Traer	1458	9 0	548	422	348	1 13	E. C. Meredith	900	9	42 25
Trenton	85	8 5	108	69	53	1 33	J. V. Gray	340	1	35 00
Tripoli	655	9 0	197	152	118	1 48	Guy Scobey	540	4	41 25
Troy Mills	80	8 0	86	60	60	1 20	Nellie Fisher	340	1	35 00
Truro	80	8 0	87	87	55	1 20	Bert McGinnis	280	1	47 50
Underwood	90	9 0	100	100	23	1 70	C. R. Graves	360	1	47 00
Union	589	9 0	228	194	161	1 56	A. S. Fulton	600	5	40 00
Unionville	80	8 0	119	123	92	1 28	A. L. Lyon	560	2	35 00
Urbana	323	8 5	122	95	55	1 55	Earl Strait	405	1	33 00
Ute	467	9 0	163	131	123	1 50	J. T. Atkinson	540	3	40 00
Vai	578	9 0	276	120	80	3 51	S. W. Meyers	720	3	40 00
Van Horne	484	9 0	192	149	120	1 54	J. W. Jerome	585	3	40 00
Van Meter	467	9 0	193	189	126	1 75	R. F. Wood	675	3	38 33
Victor	612	9 0	168	220	170	1 59	W. H. Whitford	675	5	39 00
Volga	444	9 0	176	163	120	1 41	Fred Welch	540	3	35 00
Walcott	362	10 0	146	108	75	1 53	W. T. Stichter	600	1	35 00
Walker	505	9 0	141	172	130	1 07	J. L. Ward	585	3	50 00
Wall Lake	659	9 0	250	206	166	1 20	W. H. Meek	675	4	40 00
Walnut	878	9 0	343	285	226	1 54	M. E. Crosier	1125	7	45 00
Wapello	1398	9 0	458	388	290	1 57	J. W. Cradler	855	9	41 75
Washta	431	9 0	168	167	120	1 64	G. W. Curtis	675	4	40 00
Waucoma	540	9 0	233	218	151	1 11	L. J. Ayer	450	4	40 00
Waukee	292	9 0	144	118	84	1 43	J. M. Curry	450	2	35 00
Wayland	394	8 0	169	145	122	1 27	J. E. Stuckey	400	3	35 00
Weldon	80	8 0	133	140	100	1 54	J. L. Latta	560	2	35 00
Wellman	654	9 0	199	189	135	1 22	M. E. Logan	675	3	37 50
Weston	80	8 0	84	60	55	94	Charlotte Henninger	270	1	40 00
Wesley	730	9 0	235	204	120	1 68	E. O. Bronson	675	4	40 00

NAME OF TOWN.	Population, census 1900.	Number of months school.	Enumeration between 5 and 21 years in 1901.	Enrolled in school—fall of 1901.	Average attendance, 1900-1901.	Average tuition per month for each scholar in average attendance.	NAME OF SUPERINTENDENT OR PRINCIPAL, 1900-1901.	Annual salary.	Number of other teachers.	Average salary per month of assistant teachers.
West Decorah .....	.....	9 0	181	118	68	\$ 1 60	C. A. Russell.....	\$405	2	\$35 00
West Bend.....	538	9 0	248	171	126	1 58	Geo. P. Koebel.....	585	5	40 00
West Branch.....	617	9 0	284	255	212	1 53	C. H. Atkinson.....	1000	5	43 00
West Burlington..	1044	9 0	502	284	246	95	Anna Hogan.....	522	5	35 00
Westchester.....	209	8 5	88	66	52	1 42	L. S. Baker.....	360	1	30 00
Westgate.....	260	9 0	83	100	49	1 41	Wm. Sharpe.....	360	2	35 00
West Grove.....	.....	8 0	71	65	45	1 26	Margaret Selman ..	225	1	27 50
West Point.....	.....	8 0	150	66	43	1 70	Robert A. Gordner..	250	1	30 00
West Side.....	396	9 0	157	150	106	2 39	F. L. Hoffman.....	675	4	40 00
Wheatland.....	475	9 0	212	154	117	1 77	J. H. Dutton.....	636	4	36 33
Whiting.....	572	9 0	351	207	170	1 50	G. L. Weaver.....	675	6	37 50
Whittemore.....	522	9 0	241	140	116	1 88	F. A. Bronson.....	637	3	41 87
Williams.....	500	9 0	221	185	122	1 61	J. H. Bradshaw.....	675	3	40 00
Williamsburg.....	1100	9 0	373	360	295	1 64	Bruce Francis.....	1300	8	45 70
Wilton.....	1235	9 0	408	333	233	1 72	L. G. Focht.....	1000	7	45 00
Winchester.....	.....	8 5	75	33	30	1 56	Effie Seward.....	281	1	27 00
Winfield.....	820	9 0	265	254	193	1 35	J. W. Zerbe.....	675	5	38 00
Winthrop.....	618	9 0	238	206	130	1 37	M. J. Goodrich.....	636	3	35 00
Wiota.....	218	9 0	124	124	73	1 79	J. R. Cattell.....	437	2	38 00
Woodbine.....	1255	9 0	457	554	365	1 49	H. A. Kinney.....	1400	7	50 00
Woodburn.....	467	9 0	124	120	79	1 40	M. A. Reed.....	1400	3	31 66
Woodstock.....	274	9 0	109	90	59	1 74	Lillian Thomas.....	450	2	37 50
Woodward.....	550	9 0	206	182	126	1 06	O. H. Benson.....	450	2	37 50
Wyoming.....	794	9 0	279	251	190	1 51	Emma Evans.....	500	3	38 75
Yale.....	.....	8 5	117	127	60	1 39	C. C. Gray.....	810	5	43 00
Zearing.....	388	8 5	153	158	106	1 55	H. Bankart.....	345	1	35 00
Zwingie.....	.....	8 0	40	44	32	1 35	D. A. Tisdale.....	407	3	36 66
							Grace Pinkerton.....	210	1	23 00

SPECIAL LIBRARY REPORT.

COUNTIES.	Number of volumes in the libraries.	Amount of money expended from district funds for library books.	Amount expended raised from volun- tary efforts.	Volumes purchased during the year.	No. of rural schools provided with suit- able library cases.	No. of sub-districts provided with libraries.	No. of independent districts provided with libraries.
Adair	1805	\$ 174 44	.....	531	.....	117	10
Adams	1631	320 01	.....	970	10	.....	92
Allamakee	2825	579 14	\$ 37 25	2349	53	58	51
Appanoose	3093	259 03	255 63	870	26	63	13
Audubon	1486	303 29	26 00	804	18	97	.....
Benton	6458	465 09	321 61	1354	62	81	86
Black Hawk	4085	107 94	.....	1061	9	31	78
Boone	8430	351 46	45 65	737	72	91	84
Bremer	5787	311 56	97 00	844	70	36	45
Buchanan	5340	897 38	169 95	1310	31	77	52
Buena Vista	8442	440 44	2170 35	3251	100	128	2
Butler	4547	643 55	97 74	1376	55	89	23
Calhoun	5717	532 72	992 32	3146	68	131	.....
Carroll	2501	223 26	130 65	562	45	73	5
Cass	4106	947 98	.....	582	100	131	9
Cedar	5076	392 98	158 36	966	12	51	30
Cerro Gordo	3298	462 18	90 63	932	65	96	19
Cherokee	14183	678 72	923 40	2184	120	126	4
Chickasaw	3403	216 14	24 50	347	25	1	38
Clarke	1198	281 23	30 00	688	25	77	24
Clay	6671	258 89	487 78	1393	52	119	.....
Clayton	3920	596 40	57 60	797	43	104	11
Clinton	12297	971 29	.....	819	50	105	13
Crawford	3317	607 00	37 00	815	17	112	.....
Dallas	3448	53 70	75 00	500	45	36	9
Davis	1075	568 03	5 45	770	23	37	46
Decatur	1469	252 26	9 00	360	20	15	5
Delaware	3206	573 23	200 00	616	100	80	20
Des Moines	1853	470 55	44 40	381	4	21	29
Dickinson	2671	154 63	.....	228	.....	76	2
Dubuque	5263	614 13	.....	1049	35	38	25
Emmet	1530	310 72	38 00	631	8	40	.....
Fayette	5742	398 74	400 00	1745	50	103	69
Floyd	5233	373 68	620 15	1492	42	91	8
Franklin	1972	402 17	36 26	874	38	103	25
Fremont	4037	499 89	94 39	1041	40	70	5
Greene	2716	355 17	27 51	641	21	105	5
Grundy	4169	577 85	.....	610	84	67	17
Guthrie	3033	273 99	25 00	588	18	22	4
Hamilton	2130	693 99	.....	982	48	103	17
Hancock	2553	250 13	112 56	552	66	73	.....
Hardin	3824	579 87	12 00	1105	.....	75	57
Harrison	3147	565 45	.....	.....	.....	.....	.....
Henry	1544	208 44	72 00	908	15	32	60
Howard	2607	1995 78	50 00	591	49	97	7
Humboldt	3155	66 55	354 83	857	18	51	6
Ida	4963	80 85	1600 00	3700	35	60	.....
Iowa	7173	798 75	110 00	2278	50	76	59
Jackson	3786	496 97	99 42	916	73	116	19
Jasper	5976	347 57	.....	497	.....	37	17

COUNTIES.	Number of volumes in the libraries.	Amount of money from district funds expended for library books.	Amount expended raised from volun- tary efforts.	Volumes purchased during the year.	No. of rural schools provided with suit- able library cases.	No. of Sub. districts provided with libraries.	No. of Ind. districts provided with libraries.
Jefferson.....	2046	257 44	\$ 9 50	1373	19	53	19
Johnson.....	7541	338 93	124 60	401	53	80	40
Jones.....	5156	398 93	40 00	740	40	45	46
Keokuk.....	5378	718 32	58 60	1248	99	24	100
Kossuth.....	3464	488 38	.....	784	24	114	.....
Lee.....	4256	124 42	100 88	368	9	14	.....
Linn.....	6943	902 35	221 32	1950	46	29	75
Louisa.....	3808	377 52	17 65	828	41	62	17
Lucas.....	1360	303 68	97 25	845	1	33	57
Lyon.....	3174	440 63	431 80	1533	19	74	9
Madison.....	2546	861 72	12 27	917	40	115	14
Mahaska.....	3112	343 27	135 47	717	28	16	33
Marion.....	4223	324 72	43 27	957	.....	14	62
Marshall.....	7449	1365 50	.....	440	47	.....	.....
Mills.....	8096	660 37	115 61	1780	55	161	55
Mitchell.....	6442	374 16	2700 00	3983	100	50	36
Monona.....	2884	447 27	695 85	1141	42	84	15
Monroe.....	1576	294 55	50 76	447	14	32	18
Montgomery.....	4204	475 04	11 20	474	45	61	.....
Muscatine.....	3394	309 45	.....	463	29	54	7
O'Brien.....	13536	57 95	945 75	1994	126	128	.....
Osceola.....	8292	110 67	100 00	721	83	92	.....
Page.....	2814	426 67	105 00	647	50	80	40
Palo Alto.....	9218	231 97	6000 00	7000	105	121	.....
Plymouth.....	5686	480 83	40 30	944	142	145	1
Pocahontas.....	5610	369 84	1750 51	4452	18	122	3
Polk.....	12237	593 32	.....	925	24	54	5
Pottawattamie.....	4445	713 42	100 00	1191	159	215	15
Poweshiek.....	4429	295 50	40 00	252	21	51	3
Kinggold.....	2249	397 14	75 11	884	27	79	21
Sac.....	6744	459 06	912 89	2055	104	131	.....
Scott.....	6068	391 88	.....	1120	59	71	20
Shelby.....	7868	337 71	.....	387	100	110	.....
Sioux.....	5425	309 82	246 36	987	57	57	.....
Story.....	4423	475 10	28 00	855	72	117	17
Tama.....	4370	687 17	116 12	1120	4	56	45
Taylor.....	2480	688 75	29 82	1380	50	100	17
Union.....	3006	269 16	.....	75	10	9	6
Van Buren.....	1728	258 71	30 08	456	7	32	32
Wapello.....	4254	650 40	154 56	1215	48	53	29
Warren.....	3949	363 68	154 03	1000	20	34	68
Washington.....	5370	262 98	195 82	939	30	6	65
Wayne.....	2050	698 29	.....	491	.....	83	30
Webster.....	9878	703 82	1659 20	2747	78	121	34
Winnebago.....	2804	296 41	18 33	488	34	75	6
Winneshek.....	3597	615 85	.....	1229	30	82	22
Woodbury.....	6095	470 61	425 00	700	.....	80	35
Worth.....	1547	77 91	.....	96	26	26	.....
Wright.....	6378	234 27	299 90	359	62	105	8
Totals.....	45354	\$ 44692 25	\$ 28426 00	110815	4245	7073	2335

HIGH SCHOOL STATISTICS.

FROM CITIES AND TOWNS OF OVER 1,000 BY THE CENSUS OF 1900.

NAME OF SCHOOL.	1900-1901.						1901-1902.						Years in course.	Years in Latin.	No fitting for col.	NAME OF PRINCIPAL.
	Enrollment entire year.			Graduated.			Enrollment, Oct. 4, 1901.			In graduat- ing class.						
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.				
Ackley.....	18	17	35	1	2	3	29	25	54	2	2	4	4	...	...	Rose Henderson
Adel.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Afron.....	26	30	56	2	3	5	25	47	72	...	...	...	...	4	...	Kat'rine Marley.
Akron.....	...	...	...	...	...	...	...	...	...	...	...	...	...	15	...	Oscar J. Smith.
Albia.....	61	70	131	12	9	21	52	75	127	8	15	23	44	56	...	Mazie Schreiner.
Algona.....	50	49	108	6	5	11	42	65	107	1	6	7	44	39	...	Minnie J. Coate.
Alton.....	22	20	48	4	2	6	10	27	40	2	3	5	43	4	...	J. E. Vertz
Ames.....	61	81	142	4	10	14	66	81	147	3	11	14	43	...	...	Mrs J M Freeland
Anamosa.....	46	84	130	2	16	18	48	87	135	4	10	20	44	...	...	May E. Chalfant
Anita.....	26	26	52	4	5	9	21	25	49	5	1	6	43	...	...	Will J. Cattell.
Atlantic.....	66	166	172	10	14	24	72	103	175	10	15	25	44	75	...	C. H. Laartz.
Audubon.....	41	56	97	6	6	12	52	33	85	8	7	15	44	...	...	...
Avoca.....	33	36	69	7	7	14	34	37	71	4	4	8	43	...	...	Mary L. Lepper.
Bedford.....	53	68	121	1	13	14	53	71	124	12	7	19	44	...	...	Ruby Baughman
Belle Plaine.....	60	68	128	6	7	13	50	60	110	7	10	17	44	10	...	Mabel Shearer.
Bellevue.....	8	45	53	2	10	12	11	18	29	2	7	9	33	7	...	M. Jaynes.
Belmond.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	F. C. Popham.
Bloomfield.....	28	36	64	2	2	4	21	34	58	3	6	9	42	...	...	C. W. Ramseyer
Boone.....	40	114	157	4	11	15	68	121	189	...	...	...	...	122	...	Lizzie Haas.
Britt.....	44	30	74	6	9	15	26	34	60	5	3	8	43	...	...	Margaret J Saffey
Brooklyn.....	39	56	95	13	17	20	34	43	77	4	8	12	44	...	...	Jen'e M Hartwell
Burlington.....	135	235	370	11	35	46	115	210	325	17	29	46	44	...	...	Maurica Ricker.
Calmar.....	15	20	35	3	7	10	17	25	42	2	10	12	3...	5	...	F. C. Clark.
*Capital Park.	30	50	80	4	10	14	22	48	65	3	8	11	44	25	...	Wenonah Macy.
Carroll.....	...	...	...	...	...	...	...	...	...	...	...	...	...	8	...	Mrs. E B Wilson
Cedar Falls.....	55	84	139	9	11	20	43	92	135	11	29	31	44	75	...	Ada Houck
Cedar Rapids.....	250	348	598	25	25	50	199	298	497	30	46	76	44	...	...	Abbie S. Abbott.
Centerville.....	68	91	159	7	16	23	60	101	161	13	15	28	44	73	...	H A Higgins.
Chariton.....	72	93	165	6	22	28	62	81	143	5	12	17	43	...	...	Mrs. L. M. Gow.
Charles City.....	81	169	250	6	23	29	60	40	200	4	23	27	43	...	...	Anna L. Wolf.
Cherokee.....	52	104	156	4	14	18	63	109	172	6	14	20	44	...	...	Guy A. Blaisdell
Cincinnati.....	32	37	69	1	8	9	27	25	47	3	8	11	32	2	...	P. B. Woods.
Clarinda.....	59	80	139	18	15	33	33	72	105	6	12	18	44	...	...	Chas. E. Arnold
Clarion.....	32	46	78	9	6	15	40	44	90	8	11	19	44	...	...	Ernest W Fellows
Clear Lake.....	32	46	78	4	7	11	33	34	67	8	10	18	33	10	...	E. G Bailey.
Clinton.....	92	181	273	13	38	51	91	153	244	13	31	41	44	...	...	J. S. McCowan
Colfax.....	42	35	77	4	4	8	36	36	66	4	4	8	43	...	...	F. Belle Bolton.
Columbus Jun	24	41	65	7	9	16	25	47	72	1	10	11	43	...	...	E. B. Clingman.
Coon Rapids.....	70	77	147	7	5	12	61	85	149	12	10	22	44	...	...	S. A. Power.
Corning.....	37	42	79	6	8	14	38	45	83	3	8	11	43	...	...	Blanche Norton.
Correcto'ville	36	60	96	6	4	10	39	54	93	7	11	18	44	...	...	T. B. Morris.
Corydon.....	179	274	453	13	17	30	174	248	422	22	40	62	44	...	...	J. K. Green.
Co. Bluffs.....	26	39	65	4	11	15	33	34	67	10	8	18	44	...	...	F. C. Essig.
Cresco.....	110	200	310	20	25	45	70	151	221	13	30	49	44	...	...	M. Alda Tate.
Creston.....	...	...	...	...	...	...	...	...	...	...	...	...	...	11	...	Wm. Bell.
Davenport ..	191	287	478	10	40	50	176	233	409	20	32	52	44	189	...	Wm. D. Wells.
Decorah.....	27	51	78	3	5	8	30	40	70	2	10	12	44	...	...	L. B. Parsons.
Denison.....	47	69	116	4	13	17	44	70	116	5	8	13	44	...	...	W. A. Blair.
De Witt.....	19	15	34	6	6	12	16	14	30	4	5	9	33	...	...	Marg't Buchanan
Dubuque.....	200	287	487	24	22	46	157	215	372	21	31	52	44	...	...	I. S. Gochenauer
Dunlap.....	18	37	55	4	10	14	17	30	47	5	10	13	33	...	...	Roxym Peterson
Des Moines E.	...	...	...	19	36	55	98	203	301	8	29	37	43	...	...	May Goodrell.

HIGH SCHOOL STATISTICS—CONTINUED.

NAME OF SCHOOL.	1900-1901.						1901-1902.						Years in course.	Years in Latin.	No fitting for col.	NAME OF PRINCIPAL.
	Enrollment entire year.			Graduated.			Enrollment Oct. 4, 1901.			In graduating class.						
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.				
Des Moines N	70	100	176	3	15	18	74	94	168	...	...	...	4	...	...	W.E.D. Rummel
Des Moines W	238	354	592	18	41	59	218	332	550	26	38	64	4	...	...	W.A. Crusinberry
Eagle Grove	41	69	100	4	25	29	46	54	100	8	8	16	4	95	...	J. E. Grundy.
Eddyville	...	...	...	4	1	5	...	...	...	2	5	7	4	...	...	Joseph Parks.
Eldon	31	45	76	...	3	3	33	35	68	1	6	7	4	4	...	Bertha O. Tenant
Eldora	49	48	88	6	4	10	35	50	85	7	5	12	4	66	...	Louise E. Taylor
Emmetsburg	46	44	90	12	6	18	37	35	72	4	8	12	4	24	...	F. E. Tellier.
Estherville	47	73	120	3	6	9	29	52	81	3	7	10	4	...	...	Sue M. Cullen.
Fairfield	64	113	177	14	22	36	56	101	157	9	21	30	4	98	...	E. G. Quigley.
Farmington	34	39	73	10	8	18	32	40	72	7	11	18	4	6	...	A. T. S. Owen.
Fayette	36	40	76	9	0	18	21	28	49	11	12	23	2	27	...	L. T. Newton.
Fonda	36	51	87	...	3	3	32	38	70	2	8	10	4	8	...	J. H. Kelley.
Forest City	26	36	62	2	5	7	25	27	52	8	5	13	4	30	...	Elma L. Dickinson
Ft. Dodge	70	119	195	7	13	20	61	94	155	11	10	21	4	40	...	H. H. Roberts.
Ft. Madison	40	90	130	6	12	18	45	80	125	10	14	24	4	32	...	Wm. L. Barrett.
Garner	18	33	51	...	2	2	16	28	44	2	2	4	4	10	...	W. J. Jerome.
Glenwood	43	78	121	3	11	14	42	80	122	6	16	22	4	6	...	A. T. S. Owen.
Grand Junc.	33	25	58	1	5	6	24	27	51	1	4	5	4	15	...	A. J. Oblinger.
Greene	16	39	55	3	3	6	17	32	49	3	6	9	4	12	...	Daisy Howe.
Greenfield	42	50	92	2	6	8	40	49	89	5	8	13	4	51	...	Cora Smith.
Grinnell	87	127	214	10	15	25	86	122	208	11	17	28	4	124	...	D. A. Thornburg
Grundy Cen.	68	73	101	9	20	29	56	54	110	10	8	18	4	45	...	Luella M. Albrook
Guthrie Cen.	...	...	...	...	...	...	20	30	50	4	5	9	4	5	...	Manter F. Moine
Guthrie Co.	78	119	197	7	14	21	65	99	164	15	16	31	4	3	...	B. E. Finley.
Guttenburg	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hamburg	...	...	...	...	...	...	45	42	87	6	2	8	4	6	...	J. E. Clayton.
Hampton	46	84	130	4	18	22	52	66	118	6	13	19	4	40	...	Lenna Prater.
Harlan	...	...	...	8	8	16	80	64	150	10	9	19	4	25	...	C. K. Buckle.
Hartley	19	18	37	...	4	4	24	37	61	2	4	6	4	50	...	D. M. Odle.
Hawarden	...	...	...	1	2	3	30	44	74	5	9	14	4	...	...	S. T. May.
Hedrick	41	33	74	7	4	11	27	36	57	7	5	12	2	8	...	John E. Foster.
Humboldt	33	56	89	8	3	11	36	57	93	6	5	11	4	...	...	M. E. Lumbar.
Ida Grove	55	70	125	9	4	13	44	71	115	6	7	13	4	...	...	Jessie Johnson.
Independence	53	98	151	4	10	20	61	94	158	8	22	30	4	21	...	Clara M. Travis.
Indianola	...	...	...	4	17	21	68	113	181	3	18	21	4	79	...	J. W. Radebaugh
Iowa City	...	...	...	...	...	...	89	130	228	20	24	44	4	...	...	T. J. Fitzpatrick
Iowa Falls	...	...	...	4	12	16	47	78	125	5	11	16	4	...	...	Anna L. Burdick
Jefferson	65	90	175	4	13	17	58	82	140	10	16	26	4	63	...	Libbie Howard.
Keokuk	83	132	215	13	24	37	81	135	219	18	23	41	4	...	...	A. A. Reed.
Keosauqua	43	46	89	8	5	13	31	37	70	6	8	14	4	5	...	David Williams.
Knoxville	68	83	151	3	12	15	66	69	135	10	8	18	4	6	...	T. V. Hart.
Lake City	32	52	84	4	11	15	27	51	78	8	5	13	4	...	...	Grace Fagan.
Lake Mills	16	20	36	6	5	11	17	20	43	3	5	8	4	...	...	E. G. Clark.
Lamoni	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lansing	...	...	...	4	2	6	20	34	54	5	7	12	3	5	...	G. Geo. Galloway.
La Porte City	11	35	46	6	9	15	15	29	44	1	13	14	3	...	...	Charles Henry.
Le Mars	56	74	130	7	8	10	47	70	117	3	13	16	4	...	...	Anne W. Evans.
Leon	53	91	144	5	11	16	49	85	134	5	21	26	4	51	...	J. H. Drake.
Logan	26	40	66	8	5	13	17	14	61	6	15	21	3	...	...	Edith M. Fischer
Lucas	17	37	54	2	3	5	26	48	69	4	1	5	4	...	...	...
Lyons	38	71	109	4	21	25	49	68	117	6	11	17	4	6	...	Lula Newcomb.

HIGH SCHOOL STATISTICS—CONTINUED.

NAME OF SCHOOL.	1920-1921.						1921-1922.						Years in course.	Years in Latin.	No fitting for col.	NAME OF PRINCIPAL.
	Enrollment entire year.			Graduated.			Enrollment Oct. 4, 1921.			In graduating class.						
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.				
McGregor .....	...	...	...	2	6	8	27	33	60	4	1	5	4	...	Miss Harrison.
Malvern .....	...	...	...	6	9	15	26	42	68	3	6	9	4	...	Mae Miller.
Manchester .....	...	...	...	...	...	...	31	55	86	2	9	11	4	...	Lida J. Colton.
Manning	38	43	81	1	3	4	25	41	66	3	2	5	4	12	Selma Daum.	
Manson	20	28	48	...	...	...	20	23	43	2	5	7	3	4	G. W. Young.
Mapleton	17	36	53	3	2	5	16	31	48	2	8	10	4	2	W. B. Buckley.	
Maquoketa	47	84	131	0	16	22	55	81	136	7	12	19	4	3	Mari'rie Millikan.	
Marengo	35	55	90	1	7	8	30	60	90	8	13	21	4	...	C. H. Carson.	
Marion	69	106	175	15	22	37	66	104	170	7	11	18	6	60	Alice F. Duffy.	
Marshalltown	139	208	347	7	17	24	121	201	325	10	26	36	5	10	E. U. Graf.	
Mason City	85	120	205	15	19	34	9	150	240	12	18	30	4	10	Anna D. Fay.	
Mo. Valley	38	67	105	8	9	17	49	87	136	...	6	6	5	4	J. E. Barrett.	
Montezuma	31	41	72	5	10	15	37	31	68	...	6	6	12	4	Marv I. Jarman.	
Monticello	51	55	106	4	11	15	59	60	119	80	8	18	4	45	W. L. Cochran.	
Moulton	2	...	...	10	10	20	...	...	...	11	18	29	2	52	Chas Sutherland.
Mt. Ayr	55	51	106	4	10	14	46	37	83	5	7	12	4	...	Lida A. Pittman.	
Mt. Pleasant	31	62	93	4	13	17	58	36	94	8	18	26	4	...	P. W. Peterson.	
Mt. Vernon	25	31	56	2	6	8	29	30	59	5	10	15	3	...	W. H. Kalkofen.	
Muscatine .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	C. J. Trumbauer.
Mystic	8	22	30	...	...	...	4	15	19	...	4	4	4	37	Anna Batmau.
Nashua	42	45	87	4	8	12	30	44	80	7	6	13	4	...	F. A. Schuetz.	
Nevada	44	74	118	7	9	16	24	68	92	1	10	11	4	7	Nellie Johnson.	
New Hampton	65	77	142	5	9	14	52	59	101	9	3	12	4	17	E. J. H. Beard.	
New London	31	19	50	2	7	9	8	17	25	1	2	3	4	...	J. K. Magee.	
New Sharon	30	45	75	4	5	9	28	38	66	6	10	16	4	5	L. Ward.	
Newton	42	66	108	12	13	25	58	83	141	6	11	17	4	...	Nellie L. Baldwin.	
Nora Springs .....	...	...	...	1	3	4	...	...	...	5	11	16	3	...	L. A. Fesenbeck.
Northwood	14	36	50	5	15	20	14	36	50	...	...	...	4	35	L. B. Moffett.
*Oak Park	9	24	33	1	4	5	18	25	43	...	...	...	4	7	Marv E. Rice.
Odebolt	34	49	83	2	7	9	26	45	71	3	11	14	4	...	E. W. Davis.	
Oelwein	41	69	110	3	9	12	45	66	111	4	13	17	4	30	R. L. Curry.	
Onawa	40	60	100	6	12	18	41	72	113	5	7	12	4	...	Alice Dilley.	
Orange City	20	38	58	3	5	8	18	28	46	2	3	5	4	25	O. E. Dixon.	
Oaage	42	81	127	10	27	37	33	55	88	5	7	12	4	75	Eugene C. Pierce.	
Osceola	39	78	117	...	12	19	55	70	125	2	17	19	4	...	Ida F. Leydig.	
Oskaloosa	128	214	342	15	25	40	108	185	293	15	29	54	4	23	Mrs. M. E. Mair.	
Ottumwa	131	255	416	15	28	53	115	230	354	25	39	64	4	...	Evelyn Miller.	
Parkersburg .....	...	...	...	7	13	20	...	...	...	1	1	2	4	9	J. E. Pearson.
Pella	27	33	60	3	3	6	35	38	73	3	3	6	4	...	Anna Bernard.	
Perry	42	165	147	3	19	22	48	95	143	4	10	14	4	...	J. C. Sanders.	
Red Oak	79	137	216	7	15	22	60	110	182	10	20	30	4	...	M. Bruntlett.	
Reinbeck	47	33	80	2	4	6	31	38	72	8	7	15	4	...	M. S. Hine.	
Rockford .....	...	...	...	...	...	...	44	41	85	10	8	18	4	10	Eva M. Fleming.
Rock Rapids	62	49	111	2	2	4	4	43	91	8	4	12	4	7	Alvau Clarendon.	
Rock Valley	15	30	45	3	5	8	10	20	42	1	3	4	4	...	Corra Curtis.	
Sabula	24	26	50	4	4	8	30	32	62	9	10	19	3	16	A. P. Speers.	
Sac City	27	38	65	2	5	7	31	38	69	3	6	9	4	81	Nellie Jones.	
Sacramento .....	...	...	...	1	6	7	21	25	46	1	5	6	4	...	Lizzie Marley.
Seymour	15	28	43	2	4	6	13	20	33	...	...	...	4	44	C. E. Hancock.
Sheldon	48	68	116	7	12	19	46	67	113	6	12	18	4	...	...
Shenandoah	58	105	163	0	24	30	50	105	161	10	15	25	4	...	...
Sibley	30	52	82	1	7	8	28	60	98	7	6	13	4	...	...

HIGH SCHOOL STATISTICS—CONTINUED.

NAME OF SCHOOL.	1900-1901.						1901-1902.						Years in course.	Years in Latin.	No. fitting for col.	NAME OF PRINCIPAL.
	Enrollment entire year.			Graduated.			Enrollment Oct. 4, 1901.			In graduating class.						
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.				
Sidney	50	49	99	3	6	9	44	57	101	3	4	7	4	4	18	L. H. Maus.
Sigourney	47	85	132	6	17	23	50	72	122	13	15	28	4	4	...	Mary A. Roberts.
Sioux City	230	351	581	11	33	44	177	274	451	16	36	52	4	4	285	Geo. E. Marshall
Sioux Rapids	18	35	53	1	1	2	11	36	47	...	5	5	4	2	5	P. L. Dorland.
Spencer	24	66	90	1	8	9	38	57	95	2	10	12	4	4	...	A. H. Avery.
Spirit Lake	48	55	103	2	10	12	23	33	56	2	8	10	3	2	...	J. T. Vellin
State Center	28	24	52	4	8	12	23	22	45	7	8	15	...	...	13	E. N. Gibson.
Storm Lake	50	70	120	5	13	18	48	74	122	5	10	15	4	4	...	Clara R. Bamber
Story City	22	18	40	1	5	6	20	22	42	2	...	2	3	1	6	A. R. Gardiner.
Stuart	71	80	151	9	10	19	61	73	134	6	9	15	4	4	...	Emma DeGraff.
Sumner	32	38	70	4	7	11	34	37	71	9	13	22	3	1	18	Thos. J. Durant
Tama	16	31	47	3	6	9	22	42	64	1	3	4	4	4	...	R. B. Williamson
Tipton	31	45	76	3	4	7	34	36	70	4	7	11	4	4	40	Clara A. Boss.
Toledo	49	66	115	6	13	19	44	56	100	9	18	27	4	4	...	L. W. Soth.
Traer	43	63	106	9	11	20	40	55	95	10	12	22	4	4	50	E. C. Meredith.
Valley Junct'n	26	34	60	2	7	9	24	32	56	3	7	10	4	4	...	Stena Hansen.
Villisca	67	100	167	13	10	23	59	73	132	4	15	19	4	4	...	Adel Sampson.
Vinton	54	80	134	7	26	33	52	72	124	7	13	20	4	4	...	Carrie M Goodell
Wapello	27	38	65	5	8	13	23	42	65	2	3	5	4	3	25	Adah I. Bedford.
Washington	82	106	188	14	20	34	72	117	189	13	18	31	4	4	...	Miss Thomsen.
Waterloo, E.	93	99	192	13	23	36	78	107	185	12	18	30	4	4	...	Lydia Hinman.
Waterloo, W.	64	101	165	5	10	15	60	83	143	7	16	23	4	4	50	Amy Boggs.
Waukon	36	48	84	2	12	14	36	33	69	2	4	6	4	3	30	H. A. Dwelle.
Waverly	21	46	67	4	8	12	37	46	83	4	4	8	4	4	20	Bertha L. Glattly
Webster City	55	109	164	4	17	21	52	84	136	7	12	19	4	4	...	Mrs. L. E. Wilson
West Liberty .....	...	...	...	...	...	...	25	38	63	3	9	12	4	4	...	Mary L. Phelps.
West Union	34	30	73	8	7	15	31	45	76	10	9	19	3	2	10	L. J. Ayer.
Williamsburg	44	53	97	4	21	25	38	40	78	6	8	14	4	3	37	Bruce Francis.
Wilton	11	32	43	4	4	8	13	25	38	2	6	8	4	3	...	L. G. Focht.
Winterset	31	70	101	4	11	15	24	70	94	4	12	16	3	3	...	P. E. McClenahen
What Cheer	32	48	80	5	6	11	28	46	75	2	14	16	4	3	...	Oswald Rissler.
Woodbine	126	117	243	1	6	7	...	...	...	...	...	...	4	4	30	M. A. Reed.
																H. A. Kinney.

* P. O. Des Moines.

† Number fitting for college or other higher institutions.

NOTE.—In comparing the number of students enrolled this year with the number enrolled last year, just bear in mind that for 1900-1901 the enrollment is given for the entire year; and that for 1901-1902 the enrollment is given at the beginning of the year. This will explain why the number of students is, in many schools, less than it was last year. The difference is quite noticeable in the reports from some of the large towns and cities because a large class is promoted to the high school at the middle of the year.

COUNTY SUPERINTENDENTS. TERM 1902-1904.

COUNTY	SUPERINTENDENT	POSTOFFICE
Adair	Mrs. Ella C. Chantry.....	Greenfield
Adams	A. B. Lewis.....	Corning
Allamakee	John E. Mills.....	Waukon
Appanoose	*R. A. Elwood.....	Centerville
Audubon.....	*Arthur Farquhar.....	Audubon
Benton	C. R. Lowe.....	Vinton
Black Hawk.....	*†C. E. Moore.....	Waterloo
Boone.....	*R. V. Veneman.....	Boone
Bremer	P. M. Smock.....	Waverly
Buchanan	M. J. Goodrich.....	Independence
Buena Vista.....	**J. E. Durkee.....	Sioux Rapids
Butler	Ida F. Leydig.....	Allison
Calhoun	*W. R. Sandy.....	Rockwell City
Carroll	*J. M. Ralph.....	Carroll
Cass	*Ira B. Johnson.....	Atlantic
Cedar	*Aurora Goodale.....	Tipton
Cerro Gordo.....	*P. O. Cole.....	Mason City
Cherokee	**Agnes J. Robertson.....	Cherokee
Chickasaw	T. J. Wormley.....	New Hampton
Clarke	W. C. Davis.....	Osceola
Clay	H. F. Fillmore.....	Spencer
Clayton	*C. J. Adam.....	Elkader
Clinton	Geo. E. Farrell.....	Clinton
Crawford	C. W. Von Coelln.....	Denison
Dallas	R. F. Wood.....	Adel
Davis	Anna Duffield.....	Bloomfield
Decatur	*J. A. McIntosh.....	Leon
Delaware	*H. J. Schwieter.....	Manchester
Des Moines.....	*Howard A. Mathews.....	Burlington
Dickinson	W. T. Davidson.....	Spirit Lake
Dubuque.....	P. J. Schroeder.....	Dubuque
Emmet	Maria Z. Pingrey.....	Estherville
Fayette	*Henry L. Adams.....	West Union
Floyd	Frederick Schaub.....	Charles City
Franklin.....	*Harry J. Henderson.....	Hampton
Fremont	Mattie Lee Lair.....	Sidney
Greene	*C. M. Williams.....	Jefferson
Grundy	**J. T. Gray.....	Grundy Center
Guthrie	*I. M. Boggs.....	Guthrie Center
Hamilton	*L. N. Gerber.....	Webster City
Hancock	A. M. Deyoe.....	Garner
Hardin.....	Mrs. Ella B. Chassell.....	Eldora
Harrison.....	D. E. Brainard.....	Logan
Henry	*†Annie E. Packer.....	Mt. Pleasant
Howard	*Elsie E. Perry.....	Cresco
Humboldt.....	*†Clarence Messer.....	Humboldt
Ida	**J. C. Hagler.....	Ida Grove
Iowa	Howard T. Ports.....	Marengo
Jackson	*C. C. Dudley.....	Maquoketa
Jasper	*Libbie Dean.....	Newton

COUNTY SUPERINTENDENTS. TERM 1902-1904—CONTINUED.

COUNTY.	SUPERINTENDENT.	POSTOFFICE.
Jefferson.....	*Anna White.....	Fairfield.
Johnson.....	L. H. Langenberg.....	Iowa City.
Jones.....	*Clifford B. Paul.....	Anamosa.
Keokuk.....	C. E. Miller.....	Sigourney.
Kossuth.....	*F. H. Slagle.....	Algona.
Lee.....	**†J. S. Stewart.....	Ft. Madison.
Linn.....	J. E. Vance.....	Marion.
Louisa.....	C. R. Wallace.....	Wapello.
Lucas.....	Laura Fitch.....	Chariton.
Lyon.....	*†A. W. Grisell.....	Rock Rapids.
Madison.....	*H. D. Smith.....	Winterset.
Mahaska.....	*Jas. P. Dodds.....	Oskaloosa.
Marion.....	W. H. Lucas.....	Knoxville.
Marshall.....	Mary E. Hostetler.....	Marshalltown.
Mills.....	†W. M. Moore.....	Glenwood.
Mitchell.....	*†Jay A. Lapham.....	Osage.
Monona.....	**F. E. Lark.....	Onawa.
Monroe.....	R. B. Spencer.....	Albia.
Montgomery.....	Mabel G. Hanna.....	Red Oak.
Muscatine.....	F. M. Witter.....	Muscatine.
O'Brien.....	Nellie Jones.....	Primghar.
Osceola.....	J. P. McKinley.....	Sibley.
Page.....	Geo. H. Colbert.....	Clarinda.
Palo Alto.....	**Anna Donovan.....	Emmetsburg.
Plymouth.....	**I. C. Hise.....	LeMars.
Pocahontas.....	*U. S. Vance.....	Pocahontas.
Polk.....	Z. C. Thornburg.....	Des Moines.
Pottawattamie.....	*O. J. McManus.....	Council Bluffs.
Poweshiek.....	**Viola H. Schell.....	Montezuma.
Ringgold.....	*J. C. Bennett.....	Mt. Ayr.
Sac.....	*C. H. Jump.....	Sac City.
Scott.....	Fred. J. Walker.....	Davenport.
Shelby.....	Geo. A. Luxford.....	Harlan.
Sioux.....	W. E. Chase.....	Orange City.
Story.....	*Fred E. Hansen.....	Nevada.
Tama.....	*D. E. Brown.....	Toledo.
Taylor.....	H. S. Ash.....	Bedford.
Union.....	Frank M. Abbott.....	Creston.
Van Buren.....	*W. T. Dick.....	Keosauqua.
Wapello.....	*Beniah Dimmitt.....	Ottumwa.
Warren.....	*S. M. Holladay.....	Indianola.
Washington.....	*Mary M. Hughes.....	Washington.
Wayne.....	Maud Elmore.....	Corydon.
Webster.....	*Alfred L. Brown.....	Ft. Dodge.
Winnebago.....	*K. N. Knudsen.....	Forest City.
Winneshiek.....	*Ellis J. Hook.....	Decorah.
Woodbury.....	†E. A. Brown.....	Sioux City.
Worth.....	E. M. Mitchell.....	Northwood.
Wright.....	*Angus Macdonald.....	Clarion.

*Re-elected. **Two or more terms. †Was superintendent at former time.

A. A. Miller resigned and Fred J. Walker was appointed September 1, 1901. Thos. McCulloch resigned and Mabel G. Hanna was appointed September 3, 1901. D. E. Brown succeeded C. A. DeLong, April 10, 1901, by decision of supreme court.

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